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THE

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V

JAPAN NOTES.

BY DR. T. C. MENDENHALL, TOKIO, JAPAN.

"Don't fail to tell us what you eat and how you live and all about it"-wrote the Editor of this magazine to the undersign-After due consideration of this solemn request, I have decided to gratify this curiosity as far as I can and shall therefore proceed to lay bare the secrets of our household economy, even at the risk of being subjected to mild domestic discipline when this number of the Monthly shall have found its way back to Before beginning, however, I wish to clear my conscience by declaring that, in common with the majority of the readers of this journal, I recognize the absurdity of wasting time in the discussion of such trifles as must necessarily appear here, while there are so many momentous problems in pedagogics and in social science that are getting tired waiting for us to complete their solution. While feeling obliged to accommodate the Editor I would, nevertheless, advise the reader who sympathizes with me in this feeling, to stop at this point and wait a month or two, when he and I will plunge together into the delights of a discussion of the Influence of an Oriental Environment upon Psychological Development-or some similar and equally intensely exciting question.

To the few who shall continue the perusal of these lines beyoud this point, let me say that the question of our mutual friend, the Editor, might be answered very briefly and simply. We eat what we like—when we can get it, and we live as comfortably as we can—under the circumstances. But the Editor would not be satisfied with this, nor will he be in any other way than by our "going into the particulars;" so here we go.

In the first place, the organization of the household of a foreigner here is, in most instances, different from what it would be for the same family in America. I refer particularly to the number of servants which might be thought necessary to insure the comfortable existence of said family. It is found to be desirable to multiply the number required in America by at least two or three in order to secure a proper adjustment for this latitude and longitude. There are many reasons for this which will occur to any one at all familiar with Oriental life. It may almost be said that in America we have no "servants;" at least in many localities if you advertise for a "servant" you will get no response. While some Americans may serve two masters, they are almost a unit in refusing to serve one! exists a strong prejudice against the name, perhaps greater than against the thing itself. In this country, on the contrary, there is a large class of people who have no other thought than to become house-servants, in which respect they only follow the example of their fathers and grandfathers. Persistence of calling is very marked here; a business "runs in the family" for hundreds of years. This results in a well-marked division of labor among the people. We find few, if any, "Jacks of all trades." This division of labor extends to the work of household servants. The active, strong, versatile, and intelligent "maid of all work" so often found in America does not exist here. Even if he were capable of accomplishing as much a Japanese servant would prefer to do half the work for half the money. Four or five is, perhaps, a minimum number for a family of small size and modest requirements. Each one has his fixed duties the performance of which he generally accomplishes with great deliberation, little violent effort and almost invariably with no small degree of success. Servants employed by foreigners must possess some especial qualifications. instance, in the case of your cook, he must be able to prepare food in foreign style as there is not, probably, more than one foreigner in a hundred who really enjoys Japanese cooking and the great majority can not eat food prepared in the native fashion at all. Besides many things which form a considerable

part of our food at home are unknown in the native cuisine; such as bread, milk, butter, cheese, &c. To supply a growing demand on the part of foreigners and, to a slight extent also. of the Japanese, arrangements now exist by means of which a limited supply of these articles can be obtained. Your cook is not often equal to the task of bread making; a fair article can, however, be bought for two or three times the price in America. A few enterprising natives have gone into the dairy business and supply very poor milk for about sixteen cents per Butter is almost exclusively imported. As a result of the long distance it must travel to reach its destination it sells for from fifty-five to eighty cents per pound and is of such a quality that a very little of it goes a long way after it gets here. You can always detect a recent arrival in the country by the generous way in which he butters his bread. After tasting it he wishes he hadn't. Butter made here, in small quantities, can be obtained for about one dollar per pound. It has the merit of freshness. Our Japanese friends do not like butter; but while they mildly protest against it they utter a wild remonstrance in regard to cheese. When you come to think of it, it does seem strange that people should be fond of cheese; but fond of it we are, nevertheless, and we get the English. Dutch, and American. I wish I could say that the last is the best, but I cannot. Like other articles imported for food cheese costs three or four times its price at home.

The Japanese, as a people, eat very little meat. Fish are eaten in considerable quantities, but they have never indulged to any extent in beef, pork, mutton, &c. Very good meat can be obtained here, however, at prices from fifty to one hundred per cent higher than at home. Hams are imported and sell for thirty-five cents per pound. Of many other articles that form an important part of the regular bill of fare at home, one may say that they are practically unobtainable here. A very few apples are now grown but they are of an inferior quality. Some are imported from California; I saw a few a short time ago selling at four pounds for one dollar. We miss the apples to a greater extent, almost, than anything else. No pumpkin pies grace the Thanksgiving board, but turkeys, which were recently introduced here, can now be obtained at a very reasonable price. As a "set off" against the absence or high price of many articles of food to which we are accustomed, it must be said that there are many excellent things here which can easily

be obtained and at a moderate cost. Among these may be mentioned chickens, ducks, pigeons, snipe, &c. We must not forget the great variety of excellent fish to be found in the market, two or three varieties of which are pronounced by good judges to be unequalled elsewhere in the world. form an important item in the native diet and can always be obtained. The idea that "an egg is an egg" does not prevail here; the price is a function of the size. In vegetables there is a considerable variety and the climate is such that we have them fresh continuously. Many vegetables highly esteemed by the natives we cannot eat any more than they can eat our cheese. Many foreign vegetables are now raised to supply foreign demand. With the exception of potatoes they are generally very moderate in price. There is a kind of potato which approximates closely to our sweet potato which is indigenous is consumed largely by the natives and is highly esteemed by many foreigners. In the way of fruits we have some excellent things. But many of the trees of Japan are given rather to promise than performance. This country is famous for its blossoms. People in planning a trip around the world have been known to arrange their setting out so that they might reach Japan when the cherry trees were in bloom. It is indeed a sight worth going a long distance to see; but alas!—there are no cherries here! About the same can be said of the plum trees and might almost as well be said of the peach trees although we do have peaches, but of a very poor quality. The Japanese pear is one of the most tempting things to look upon in this country and when you first eat it you declare it tastes like a white-oak plank. Strange to say, one learns after a time to like some of these things which at first taste are so disagreeable because so unlike what we have been accustomed to. Having just passed through to the second season of pears I confess to a great liking for them and a feeling of genuine regret at their They have been immediately succeeded by a disappearance. somewhat remarkable fruit which is hardly known as an article of food, over at least a great portion of America. I refer to the large Japanese persimmon of which there are many varieties. These persimmons are as large as a good-sized apple and one soon comes to think them delicious. They are devoid of the disagreeable qualities which characterize the same fruit in America. During this time we have also enjoyed the grapes which are excellent in quality and flavor but unfortunately

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are scarce and expensive. I must not fail to mention the chestnut, which is just disappearing, and which is really an article of food here. The chestnuts of Japan are remarkable for their large size. They are cultivated and have reached dimensions which enable them to put our American nuts quite in the shade. An average-sized chestnut will probably measure four and one-half inches in circumference. They are cooked in a variety of ways and are exceedingly palatable. I must admit however, that I consider them inferior to the chestnuts of the woods at home. In a few weeks, before saying good-bye to the persimmons, we shall have the pleasure of welcoming the oranges. The orange supplies the place of the apple more nearly than anything else. They are generally very plentiful, very cheap, and they last a long time. There are many different varieties but, in general, they are smaller than those we see at home. They have a delicious flavor and are easily eaten. that is, the skin is easily removed and the orange is broken up into "sections" without the slightest trouble. One variety of these oranges which grows in Southern Japan reaches an enormous size, being often six or eight inches in diameter; but it is as bad as it is big. In the spring we have strawberries which are extremely good but as facilities for transportation do not exist, our supply extends over a very limited period of time.

I need not go further in the enumeration of the material which the cook may have at his command in the preparation of our food. Oh! I have forgotten. There is a miserable little creature to be obtained in the market which conceitedly calls itself an ovster! Having something of the form and flavor of the noble bi-valve it has worked its way into our affections to the extent that it is now formally accepted as a substitute.

In appliances for working up this material, our cook is at first sight sadly deficient. The kitchen, the "range," if it may be dignified by such a title, and all of the accessories would be rejected with scorn by any of your "maids of all work." Notwithstanding these apparent deficiencies, these fellows will accomplish what, under the circumstances is esteemed to be marvellous by their mistresses. If you wish to give a dinner to a dozen people it is only necessary to tell your cook how many guests you will have and to name the principal dishes upon which you wish to feed them. Aided by a few pots of live coals and perhaps by a Japanese "stone stove," which is simply a

stone box in which charcoal may be burned, he will prepare the various articles upon your bill of fare, never becoming "flustered" or excited, but deliberately working away with half a dozen irons in the fire at one time and he will be tolerably certain to have each dish ready at the right moment. To their credit I must say that I think I have never yet known a dinner which was not ready to "move off" at the appointed hour.

But upon a little retrospection I discover that I have already without doubt, strained the patience of my readers beyond the limit of its elasticity. This kind of nonsense must not be permitted to occupy any more space to the exclusion of more valuable matter, and I must postpone any further consideration of the Editor's query for a future letter. Having occupied so much time and space in telling "what we eat" I shall confine myself in my next to a description of some of the peculiarities of our mode of life, which may not be without interest. That I am not likely to be prevented from so doing by the accident of my starving to death, this letter will be sufficient evidence.

Tokio, Japan, Oct. 28th, 1879.

GEOGRAPHY.

Our subject, perhaps also our thoughts, is not new to the columns of the Monthly.

No attempt will be made, in this article, to outline any new method of studying or of teaching geography, but, rather, a few thoughts will be jotted down as they occur to him, by one who believes thoroughly in the utility of this branch of study in our schools, when properly taught, and many of whose most pleasant hours in the school-room were occupied in teaching this branch.

No teacher who teaches geography con amore is ready to listen to the arguments of any one, however wise or learned, who advocates the banishment of this study from our schools, or even the removal of it from our intermediate and grammar grades to, perhaps, the closing term of the high school.

Such teachers know the value of this study not only to themselves, by way of enlarging their daily horizon and of lifting them out of the narrow limits of the school-room to the elevated table lands of thought, but, they also know that the recitation in this branch is, to their scholars, a daily inspiration, reinvigorating them, and causing them to return, with added zest, to other, more irksome studies of the school-room.

In the hands of such teachers, even the "mass of disintegrated facts" and meaningless names with which, for many years, our leading text-books on this branch were marred, like the clay of the potter,

> "Rise up to meet the master's hand, And now contract and now expand, And even his slightest touch obey."

True, every teacher can not be borne on the "wings of song" around the world and hold up to his class such ideally-beautiful pictures of the countries which are the subject of the lesson as Longfellow has given, to all lovers of the beautiful in "Keramos."

Few, if any, teachers are able, by their powers of imagination and expression, to place before their classes the wonderful panorama of the world as it is spread out before the poetic vision of a Milton or a Longfellow, nor, from the dry materials of history given in the lesson, to create

"Figures that almost move and speak."

Burdened with cares and, perhaps, hurried in his work, the Apennines, "mantled and musical with pines," are, to many a teacher, but a line of black marks up the map of Italy; and Cairo,

"In whose gay bazars
The dreaming traveNer first inhales
The perfume of Arabian gales,"

may be to him, in the closing minutes of a recitation, but a mere name on the map of Egypt.

He may not always stop to pluck blossoms in the "flowery kingdoms of Cathay," and his ears may, sometimes, be too much occupied with the noises of the school-room to listen to the melodious chimes from the bells of

"The Tower of Porcelain, strange and old."

But, granting all this, we honestly believe that, with the exception of reading, there is no other study from which, on the whole, so much of pleasure and of profit is reaped by the children of our schools as that of geography.

The changes, both in the matter and method of this study, have been many within the past few years golded by

The simple question "What is the Earth?" is now rarely found, in its accustomed place, at the head of the first lesson of the youthful tyro in this study, and how sad it is to reflect that the old stereotyped answer, which we all "got by heart," to that other equally simple question "What is the shape of the Earth?" is now thought to be incorrect, as eminent mathematicians now tell us that the earth is not "a round body like a ball or an orange, flattened at the ends and bulging out at the middle," but that it is "an ellipsoid of three axes" and that the "bulge" is, principally, upon one side though just where it is, they have not yet informed us.

Geography is, owing to its universality and its relation to man, subject to almost constant change. From the days when the world was thought to be girdled with a belt of fire near the tropical regions, whose heat was so intense as to cause even the waves of ocean to boil; when the civilization of the world clustered around the shores of the Mediterranean, and navigators had not yet pushed their way beyond the Pillars of Hercules, the gateway to the western world; from the days when Virgil spoke of the isles of Britain as "Ultima Thule," down to the present time, this science has been undergoing almost incessant change.

The steamship, the railroad, and the telegraph have opened up vast regions of the world hitherto incognita, and "Nili caput quærere" is no longer a proverb to denote the impossible.

Geographical research has been so active, wars and fevolutions so numerous, and the varying wants of mankind so many, that it is difficult, in this science, to keep pace with the hurrying progress of the age; and hence text-books on this science have multiplied until their name is legion.

While publishers have grown wealthy, the embarrassments of the teacher, arising from a multiplicity of text-books, has increased, and the demands on parents, to provide books for their children, have constantly grown heavier, until a demand for uniformity of text-books, and for fewer "revised editions" in which the changes are just sufficient to prevent their use with the old, is alike demanded as a measure of economy both to parent and teacher, and, we may add, of mercy to the children—those martyrs to school-book publishers and experimenting teachers.

Of the three divisions of geography, that most taught in

our common schools, namely, political geography, being dependent, to a great extent, upon man, partakes of his mutability.

Mighty empires rise and fall; a Poictiers, a Waterloo, or a Sedan determines not only the boundaries of nations, but also their political and, as in the case of the first, their religious importance.

Cæsar's ambition, Charles Martel's valor, and a Napoleon's genius, have at different times changed the map of Europe, and there is as much truth as wit in the saying of the celebrated Pascal, that "Had Cleopatra's nose been shorter, the face of the world would have been different."

So rapidly, indeed, do political changes take place that the school boys of to day will, perhaps, find that their knowledge of the boundaries and capitals of countries and population of leading cities will be antiquated at the close of another decade, and the geographies from which they culled their information, like fabled Atlantis of old, will have sunk from sight in a sea of new publications.

To what conclusions, then, have teachers been led as to the importance of this study and the manner of teaching it?

Have we not learned that requiring pupils to study page after page of map questions, thus locating hundreds of small towns and obscure villages, of which perhaps he will never hear again after quitting the study, is conducive neither to mental growth nor useful acquisition?

The improvements in the science of geography, and in the methods of teaching it, owing to the labors of Ritter, Humboldt, Agassiz, and Guyot, have been marked and rapid. Instead of useless figures and names crammed into the memory by constant and tiresome iteration or, worse still, sung into it, by means of wretched verses, have we not learned that all geographical, as indeed all true teaching, must be inductive in its character; that we must proceed from the known, to the unknown, from the seen, to the unseen, from the concrete to the abstract?

Instead of making geography, as it can and should be made, an inspiration to the study of all other sciences, has it not too often, under the specious plea of cultivating the memory, laid the foundation for superficial study in all other branches and, at last, ruined the only faculty it was said to strengthen?

We have learned that "of making books," especially geog-

raphies, "there is no end," and, hence, we have turned to the great, unchanging truths of the natural world, and made of them a rational basis for our study of geography, and, accordingly, we find that our best text-books on this subject are now beginning to recognize that physical geography, or the geography of nature, is the true basis of all geography, and by leading the pupil from cause to effect, they make the subject of geography not only a pleasant but a profitable study.

H. T. SUDDUTH.

THE TRUE AIM AND PLACE OF SCIENTIFIC STUDY. BY PROF. R. B. WARDER.

Efforts have been made from time to time to introduce more of "science" into the elementary schools. "Give the children charts of natural history," "Encourage them to make collections of natural objects for the school museum," or "At least teach them to observe the forms and leaves of plants, and the processes of growth." Such suggestions as these have been offered by live teachers, who feel that nature is in sympathy with children and contact with nature must be full of instruction.

A young girl goes to boarding-school and learns to finger the piano and to make pencil marks on a piece of paper. She reads about various authors in some compendium of literature and divides the rest of her time among half a dozen of the "ologies." Recitations are conducted, perhaps, from some portions of the text-books of a "fourteen-weeks' series" of the various "sciences."

A college student who lacks the needful intellect to search for hidden treasures in Latin and Greek poetry, or in philology, is glad to substitute the easier work of a so-called "scientific course."

In a professional school one man is diligent in his pursuit of higher mathematics, both pure and applied, because he is to be a civil engineer, and he must know how to plan a bridge, a boat or a steam engine; he must know the strength of materials so that each part of his design may be exactly proportioned to the demands made upon it. Another student devotes himself to the laboratory, he becomes expert in chemical analysis, and acquaints himself with scores of reds, blues, and yellows, of the

"benzol series," for he expects to be engaged in the manufacture of aniline colors.

The foregoing pictures include both true and false ideas of education, but they may all serve to illustrate what the real nature and aim of science are not, rather than what they are.

A day comes when the child must leave his dear playmates in the garden or brook; and pity those poor children who have no running stream at which to play, except a city hydrant or a gutter; for a clear rill winding through the meadows may be an important instrument in the education of muscle, mind, and. The day comes when the child must go to school and look for hours at words instead of things. Perhaps there is no green leaf on which the tired urchin can rest his eyes! When the three R's are well learned, and he has conned an artificial system of parts of speech, and the boundaries of States with the location of towns, then perhaps he receives a book and is told to learn his lesson in "natural philosophy," or "natural history." If he is really taught either one or the other, it cannot fail to do him good; but if he is simply made to recite from a book, this is not merely an unnatural process, but a positive fraud upon the child. A book is the work of man, useful no doubt, but artificial; and if the child is to be taught of nature he must be brought into immediate companionship with nature herself. Still another mistake is very common, that of supposing that science is only a bundle of facts. If a child learns to pull a flower to pieces and describe the several parts; if he can name all the animals in the Zoölogical Garden; can experiment for himself with lenses and mirrors, can point out the signs of the zodiac, and sees a test for the sulphur of an egg. when the silver spoon is tarnished, such a child has learned an important array of facts; but all this is information, not science.

The "scientific course" at many colleges is sadly misnamed. The Greek of the regular course is omitted; perhaps, also the Latin; and in place of these staples of literary culture a mere smattering is imparted of some of the outside facts, which are but the dry shell of real science. A good classical course implies about seven years' study of Latin and Greek, in order to secure some acquaintance with the genius of the ancient languages and literatures. If we attempt to treat of science piecemeal, and dispose of botany, zoölogy, geology, etc., in succession, giving one or two semesters to each, not only may such a course

be deficient in the elements of thorough intellectual culture, but it may also fail to impart any adequate conception of the nature of science. Real harm may be done by leading the pupil to suppose that he knows something of science, when he has not yet been taught how to study it. We need not wonder at the partiality which enlightened nations have shown to the classics, in providing such extended facilities for their study. Centuries of experience have demonstrated the value of language study, and educators are generally willing to allow plenty of time for literary culture. The Gymnasium of the German gives nine years to the study of Latin, with seven to Greek, that the youth's intellect may be sufficiently trained to undertake a course of professional studies. The importance of natural science and its educational value are receiving wider recognition from year to year, but the facilities offered for thorough scientific training, are yet confined to comparatively I would especially urge the educational few institutions. value of science. Its utility is so apparent in extending commerce, in relieving suffering, in creating new industries, and in the saving of labor, that many of the best thinkers have regarded this practical utility as the chief recommendation of scientific studies, and have been unwilling to allow them an equal place with the classics as a means of intellectual culture. The true aim of scientific study is not to develop our industrial resources, to produce wealth, or increase our comforts and luxuries, but rather to study her operations, to learn to question her, and to interpret her answers. This requires that we confront her face to face, in the laboratory and in the fields. Text-books must be subordinated to their proper place as tools.

I have urged the value of science, rather than of the sciences, because there is a unity of plan throughout the whole of nature, so that no part can be regarded as entirely cut off from any other part. A knowledge of mathematics is required to understand the laws of force and motion; while force and motion pervade the universe. What is the sunbeam that warms the earth, lights up the valley and makes every green plant to grow? By the force of mathematical reasoning and physical experiments, we are compelled to believe that the sunbeam consists only of an undulatory motion of the luminiferous ether. The various forms of energy manifested in heat, in light and in chemical action are all derived from motion, and that

motion consists of vibrations which may vary in extent, in form, and in frequency, in perfect subjection to the laws of mechanics. We may count some hundreds of millions of millions of these vibrations per second with the same degree of certainty that a cycle of twenty-six thousand years is marked off on the astronomer's dial by the precession of the equinoxes. The real nature of electricity and magnetism presents a more difficult problem, perhaps; but the conversion of all these forces into what we call mechanical force is a matter of common observation to those who have learned the alphabet of physics. chemistry also the quantitative study of energy and force is beginning to receive a well-deserved recognition. Botany and zoölogy might formerly constitute two distinct sciences, while the external forms were the chief objects of study; but now that the phenomena and processes of growth and action are more thoroughly understood, the term biology is coming into general use, proving a recognition of unity in this department of knowledge. And what is the growth of plant or animal but the play of physical and chemical action under the restraint of peculiar conditions? Unity in variety, then (which has long been recognized in the various types of living forms) pervades the whole realm of natural science. The history of science, also, is peculiarly instructive, showing how man's puny intellect has toiled, year after year, and century after century, in the effort to solve some of the problems of nature; while the Almighty intelligence that planned it all knew the end from the beginning. The pursuit of science has furnished a useful training to many of the best intellects, and the store of problems relating to force and matter (both living and nonliving) is practically inexhaustible. The study of science should no longer be regarded as among the easier subjects of a curriculum, neither should the study of a text-book be mistaken for readings from nature.

Few colleges afford facilities for thorough scientific training, for no ordinary curriculum allows sufficient time for it. In chemistry, for example, a student of good mental ability, devoting most of his time to this subject for three years, may expect to acquire such skill in the varied operations of chemical analysis and preparations; such a knowledge also of the present state of the science, that he is then prepared, under suitable guidance, to begin the work of chemical research in some unexplored corner of the field. The fourth year (spent in

original investigation) may suffice to determine whether the student is capable of becoming a chemist in the higher sense. Such being the demands of a single science, it is plainly impossible for one student to become master of them all. What place then shall we allow to science in a course of liberal education? Students who are already well prepared for an undergraduate course, may either give science the first place, or may make it subordinate to the main studies of the usual curriculum. If it is already conceded that literature must occupy the first rank, then at least a limited, but practical study of two departments of science are needed, to show the student how the forms and the laws of nature are to be investigated. Of organic sciences, botany is generally the most convenient, since the materials can be had abundantly and cheaply, and but few instruments are required to analyze ordinary wild flowers. The training offered by zoology or comparative anatomy, is similar in kind, and may serve the same purpose. department of organic nature is selected, however, this must be pursued with the specimens and dissecting knife in hand, that the student may gain an insight into those modifications of form with which nature abounds. The work will be more complete, if he makes careful drawings of what he sees. For the training of the intellect and the senses, a small part of the field well mastered is of far greater value than an attempt to skim over the surface of it all; but for the sake of additional information the ambitious student may extend his own reading and observations as widely as time and opportunity permit. Experimental science should also be represented, though requiring a larger outlay for laboratories. Practical instruction can be far more readily provided in chemistry than in physics; and qualitative analysis well deserves a place in the regular course of studies. The student should learn what is meant by an experiment, and what caution is needed in drawing conclusions from the observed result. This subject, if properly taught, includes an excellent training in practical logic.

But while recognizing the beauties of classical literature, and acknowledging its value as a means of liberal culture, I would not regard the ancient languages as indispensable to a course of liberal studies. Some minds are incapable of grasping the conceptions of higher mathematics; so, also, some others can never learn to appreciate the beauty and genius of Latin and Greek; natural science also is well adapted to form the

staple of a liberal education. If science is to hold the first place in the course, some one department should receive special attention for at least three or four years, but other departments should also be studied in their general outlines, that the student may duly appreciate the unity of nature's plans and operations. Some knowledge of mathematics is essential—an extended course is required for astronomy or physics. The modern languages are also needed, since science is cosmopolitan; and it is hardly possible to study any one topic exhaustively without consulting the original authorities in English, German, and French. An elementary knowledge of Latin and Greek roots is very desirable, this will best be included in the preparatory Acquaintance with the history of intellectual progress will also be of great value as auxiliary to a scientific course. The student who traces out various topics in the writings of original observers and experimenters will of course gather some historical facts incidentally; but a general outline of the history of science will be very useful.*

In conclusion, then, we see that natural science still holds a second place in the opinion of many educators; but this may be due to the circumstance of its more recent birth, together with misconceptions of the nature and aim of real science. In the "revival of learning," language and literature occupied the field as instruments of liberal culture; but natural science seems to be not one whit behind in its fitness to secure this object, while affording such variety as to meet the demands of different natural tastes. Almost any studies of nature, at any stage of education, must be elevating and useful. Some knowledge of science is essential in any course of liberal culture, that shall not be one-sided, but nearly all thorough science teaching is too difficult and expensive for the majority of colleges; and the utmost vigilance should be used, that the counterfeit be not mistaken for pure gold.

LESSONS FROM ROGERS'S STATUARY AND FROM CERTAIN BOOKS.

BY THE REV. A. J. REYNOLDS, EATON, OHIO.

It is important that our own education and culture should be drawn from every available source. It is not enough that we

^{*}The Histories of Whewell and Draper may be recommended in this connection. Montucla's "Histoire de Mathematique," is also valuable as far as it goes, but is now quite rare.

should be well-informed only in our own particular line of thought and work, but we should have at least a conception of science and literature, in their almost boundless extent and grandeur. It may be pleasant to dwell in a cottage at the foot of a mountain, and enjoy the sweets of home, and the delights of the garden and the orchard there, but we should occasionally climb the mountain top, and from that elevated point, take in a scope of grandeur and magnificence, of which we had previously possessed no conception. There is something elevating in the thought, and suggestive too, that Moses, ere he died, ascended lofty Nebo, and took a bird's-eye view of the whole land of Canaan.

There is a tendency in our scholarship to narrow and contracted views. When Dr. Hitchcock wrote his description of the Bird-tracks in New England, the acute Agassiz reading it, said,—"It is descriptive, but not comparative." We too are apt to have our learning accurate, but isolated and separated from other fields of thought. It is of the first importance that all of us, school teachers and others, should understand not only those subjects with which we are more directly interested, but all those correlative studies which go to make up a complete education.

We might dwell on the importance of an acquaintance with English Literature, and we should be more or less, (especially more.) acquainted with the great Lights of English Learning,-Chaucer, Bacon, and Shakespeare, should be much more The poets, especially the masters, to us than mere names. should be familiar to us as household words. Milton, Cowper, Browning, Tennyson, Bryant, Longfellow, Whittier, and Lowell: and the great historians, Macaulay, Prescott, and Motley, (but we will not multiply great names) should be read and studied, until we can review them in our thought, without book. For us, in this enlightened day, not to be familiar with the Great Thoughts of Great Men, is inexcusable. When halfeducated Americans travel in Europe, and in the Holy Land, too often have they exposed their ignorance of the History of the World, by utterly failing to see in the ruins of Rome or in the waters of the Dead Sea, anything more than the eye could show them. This much by way of preface. D' Israeli says, "a preface being an entrance to a book, should invite by its beauty." Spurgeon adds, "that a preface being merely a porch, no one ought to be long detained in it." We then proceed to our subject.

LESSONS FROM JOHN ROGERS'S STATUARY, AND FROM CERTAIN BOOKS, MILTON, BACON, MACAULAY, PRESCOTT, AND THE BIBLE.

The writer recently came into possession of a Catalogue of these beautiful works of Art—John Rogers's Statuary. There are forty-two of them, and all are interesting, some peculiarly so.

First we come to a series of twelve groups which are suggestive of the events connected with the late war between the United States and the Confederacy. These are all wonderfully striking, and in themselves will be an imperishable history of that great conflict between Liberty and Slavery:

- 1. Council of War.-Lincoln, Stanton, Grant.
- 2. Picket Guard.—An officer and two soldiers.
- 3. Union Refugees.—Husband, Wife, and little son.
- 4. Mail Day.—A soldier better with the gun than with the pen, in all the mental labor of writing a letter.
- 5. Returned Volunteer.—A soldier showing how the fort was taken.
- 6. One more shot.—Two wounded soldiers, one firing another shot.
 - 7. Home Guard, of two patriotic girls.
- 8. The Fugitive's Story.—A woman relating the story to Garrison, Beecher, and Whittier.
- 9. Taking the Oath.—A disloyal iwoman, her son, and a U.S. soldier.
 - 10. Wounded Scout.—A soldier wounded, and supported by a fugitive slave.
- 11. Uncle Ned's School.—A freedman and his daughter learning to read.
 - 12. Washington, the Father of his country.

There are also three groups showing forth Washington Irving's tale of Rip Van Winkle.

You see Rip Van Winkle, with his dog and gun, met by the Dutch Wizard, who is offering to him the contents of that mysterious keg, of which he drank, and slept for twenty years.

Again, you see him having awakened, his clothes ragged, his beard grown to his waist. He is rubbing his eyes, and wonders who he is, and where he is.

Another group which should have been mentioned first, shows Rip Van Winkle ere he had slept. He is at his comfortless home. His gun is near him. A chubby little boy is playing with the gun, while a little girl in sport is pulling his hair.

He seems to be contented with the laborious idleness which fills his days.

The innocent sports of Childhood are portrayed in several beautiful forms. Two little boys are clambering on the favorite horse's back as they ride to water. Another group shows one of these boys and the same horse, going for the cows. A woodchuck has disappeared into his hole, and the boy and dog are hard at work trying to catch him. The dog is eagerly burrowing in the earth in hope of capturing his enemy. Another group shows three children, one of whom is playing sick, another plays mother, and the third is doctor. There are a few groups which pertain to school.

First we see two merry children, with arithmetic and grammar in their hands, who have started to school. We fear they will be tardy. Nine o'clock will not find them in the school-room. For one of those wandering musicians who grind out doleful sounds from the depths of a hand organ—ab imo pectore, as Virgil would say—and who is accompanied by a monkey with a red coat and velvet cap and which is ever ready for anything in the line of a monkey's accomplishments—semper paratus, we may say—has appeared upon the scene. Of course the children forget Grammar, and Geography, and Composition, and are lost in admiration of the dancing figures in the organ. Master Pug taking in the situation, snatches the boy's cap from his head, and grins in delight, while his master looks approvingly on.

The next group introduces us into the school-room. The "Favored Scholar" is a young lady in all the charms of maidenhood, who has gone to the teacher's desk for an explanation of some knotty point in the lesson. The damsel is fair to look upon, and is well calculated to make an impression upon the susceptible heart of a young man. The teacher is a young man, and he seems to be as much engaged in looking at the young lady, as at the lesson. Ah! Cupid can shoot his darts from Webster's Unabridged, and can lurk amid the mazes of x, y, and z.

Again, another group. "The Tap on the Window." The young pedagogue is now in love. That fair maiden has entrapped his heart. He has gone to her house. He is seated near her. He has just seized her hand, and is commencing the familiar story which so many young men have told, and which so many maidens hear with pleasure. She is standing up, and.

from her countenance we judge that her answer will be favorable, when, hark, some mischievous boy, her brother probably, taps on the window outside. The young pedagogue is transfixed with terror, his eyes are dilated, and his hair stands straight with fear. Why is it that women are always braver than men in such circumstances? He looks like a thief caught stealing, she appears as happy as a May morning.

A similar scene is "Courtship in Sleepy Hollow." Ichabod Crane, the schoolmaster, is visiting Katrina Van Tassel. They are seated together on the sofa. Upon the corner of the sofa, hangs Ichabod's hat. Katrina is a comely Dutch lass. She is sitting as far from Ichabod as she can, and is bestowing upon a kitten that attention which Ichabod would like himself. In an awkward manner, he is presenting her a bouquet, which she evidently does not want. Poor Ichabod! Katrina does not intend to give you her heart and hand.

But let us return to the other maiden. We see her standing in a country Post-Office. The shoemaker is the Postmaster. The old Postmaster is carefully studying whether the letter he holds in his hands is for her or not. At a glance she sees that it is from her school-teacher friend, to whom she is engaged, and she is stretching forth her hand to take it.

And now the happy day has come. That young lady and the pedagogue are to be married. We see them in the group "Coming to the Parson," in which the pedagogue and his quondam scholar are asking the professional services of the minister. That gentleman is in his parlor reading a paper. Readily he ties that knot which should always be ratified in heaven if it is to be firm on earth. The artist shows us the parson's cat in a state of great indignation at the entrance of the young school-master's dog, which canine is regarding puss with strict attention. We trust that the artist does not mean to suggest by the presence of these domestic animals, that the young couple are likely to have a cat and dog life of it. Leaving the happy couple to weave out for themselves life's varied web, we come to some other pleasant groups.

"The Photograph."—The happy mother is posing little "Willie," or "Fannie," while the artist is arranging the camera. "Weighing the Baby," is a pleasant domestic picture. You see the fond mother who has come to weigh her child in the grocer's scales. Baby throws up little hands and feet. Mr. Grocer is amazed, for he finds that baby weighs several pounds

more than it should. That grinning boy, baby's brother, knows why. Unperceived he is pulling down the scales. Another group appeals to the purest feelings. "Parting Promise."—Two-lovers are standing together. The young man places upon his lady-love's finger that emblem of affection, which worthy young people are proud to give and receive,—an engagement ring.

The last group to which we would call attention is one intimately connected with school affairs. It is called "The School Examination." A girl has her slate in her hand, her left hand is to her mouth, she is puzzled with her example on the slate. A school director is visiting and examining the school. He is sitting there watch in hand, perhaps he is illustrating some point by his watch, perhaps he is in haste, and to the joy of scholars and teacher, remembers an engagement. The teacher, a model young lady, lays one hand upon her pupil assuringly, the other is occupied in holding an Arithmetic—Ray's 3d part, probably.

And now, friends, how much instruction we find in Rogers's

Groups!

They suggest to us several authors who have written on various points—Concerning the Civil War and History of the United States—Sparks's Life of Washington, Parkman's Histories, Cheever's Journal of the Pilgrims, Lossing's Pictorial Field-Book of the Revolution, Bancroft's History of the United States, Greeley's American Conflict, Hawthorne, Jefferson's Notes on Virginia, etc. The poets, Bryant, Whittier, Longfellow, Lowell, Pierpont, etc. Rip Van Winkle introduces us to Washington Irving's works, and to all that charming literature of which he is the exponent.

The scenes in the school-room may suggest all the literature connected with Education, and all the great Teachers the world has known, from Solomon to Pestalozzi and Dr. Arnold.

The beautiful scenes of love and marriage, and all the pleasant sports of childhood, bring before us in panoramic view, human life with all its lights and shades.

These groups are a synopsis of life—they touch the heart of humanity. As you gaze upon them, you are carried out of yourself. You seem to be borne on the wings of fancy to other scenes.

Happy is the home where intelligence and refinement dwell. Happy that man or woman who has learned well the lesson of Human Life, whose mind expanding from the narrow bounds of ignorance and prejudice, is ready to drink with delight, from every Fountain of True Wisdom.

Let us remember that we as Learners in God's great school, should always be humble. Let us reverence Truth, and receive it with joy. Do not let us imagine that because we have learned a few things, we are so wise we need never learn anything more. Let us not be satisfied with narrow, one-sided views of Truth. Do not be afraid to let the light of God and of the Bible shine upon our path. Let us try to learn all we can, and be ever learning, and always coming to the knowledge of the Truth.

Let us revert to some of the more important books in English literature, which we should read and study, if we would be wise ourselves and be able to teach others. Let us glance for a moment at *Milton's Paradise Lost*. This grand epic is in twelve books, written in blank verse. There are 10,565 lines in all. The 6th book is the shortest, having 640 lines, and the 9th is the longest, having 1,189 lines. We will give briefly the line of thought.

- 1. Satan and his angels hold Council in Pandemonium.
- 2. After an animated debate, Satan is sent to earth.
- 3. God the Father, and God the Son in council. Satan alights on the earth.
 - 4. Satan enters Paradise.
 - 5. The angels Gabriel and Raphael converse with Adam.
- 6, 7. Raphael relates to Adam the battle between Michael and Satan, and the History of Creation.
 - 8. Adam's conversation with Raphael.
 - 9. The Fall of man.
 - 10. Proceedings of the Angels, of Satan, and of God.
- 11, 12. Michael's mission to Adam, and Adam's expulsion from Paradise.

We should be familiar with Bacon's Essays. These are brief and very compact. They are 59 in number, upon subjects which touch practical life. Love, Marriage, Parents and Children, Studies, Health, Travel, Discourse, Atheism, Truth, and Death, are the titles of some. They show how practical a man Bacon was, and how useful we can make the study of his writings to us.

Taking up almost at random another book from those written by a master, we find *Macaulay's History of England*. His first sentence is this:—"I propose to write the history of England from the accession of King James the Second, down to a time which is within the memory of men still living." How graphic Macaulay's pen pictures!

Death of Charles II. Death of Argyle.

William, Prince of Orange. Oliver Cromwell.

Trial of Richard Baxter before Jeffries.

In flowing periods Macaulay presents these scenes which can never be forgotten.

There is a valuable history by an American author of distinction, which every educated person should read. This is Prescott's History of the Conquest of Peru. The following is a bird's-eye view of the work;—

- 1. View of the Civilization of the Incas.
- 2. Discovery of Peru.
- 3. Conquest of Peru.
- 4. Civil Wars of the Conquerors.
- 5. Settlement of the Country.

The graphic account of the capture, imprisonment, and execution of Atahuallpa, the Inca, once read, can never be forgotten.

We close our brief and imperfect list of books which should be familiar to us, with another book which is essential to a sound and thorough scholarship, and which we all too much neglect, we mean the English Bible. This book contains within itself gems of philosophy, history, and poetry, rich beyond computation.

There are two Testaments, Old and New. The Old has 39 books, the New, 27. The Bible was written by about forty different Jews, beginning with Moses, and ending with John—a period covering about 1600 years. The Old Testament was written originally in Hebrew. The New in Greek. Our English translation was made in 1611. The great design of the Bible is to teach us how to be useful and happy in the highest degree.

What biographies the Bible contains! Those of Abraham, Joseph, Moses, David, Daniel, John the Baptist, Paul, and Christ. These eight men have done more than any other eight, to bless earth, especially Jesus Christ, who was more than man.

What fulfilled prophecies the Bible contains, concerning Babylon, Nineveh, Tyre, and Jerusalem, and the Jewish nation t What wonderful prophecies which are now being fulfilled, and which remain to be fulfilled in the future! And yet an accurate knowledge of the Bible even among people otherwise well-educated, is the exception rather than the rule. 'Tis said of the great Dr. Johnson that he once read the book of Ruth to an assembly of people in London. They wept, and asked who was the author of that beautiful pastoral.

Some persons suppose that these sentences are in the Bible:—

"God tempers the wind to the shorn lamb."

"An honest man is the noblest work of God."

"In the midst of life we are in death."

In a certain family it was the custom for each member to recite at the breakfast table a verse of Scripture. One morning, a guest in performing his share of this pleasant work, gravely repeated this sentence:—"A rolling stone gathers no moss." It required all the politeness of the members of the family to abstain from a smile.

In a legislature, a member said,—"Mr. Speaker, I would no more vote for that bill, than I would fall down and worship the Golden Calf that Abraham made." Another member trying to correct him, made almost as great a blunder,—"Mr. Speaker, the gentleman is wrong. It was not Abraham that made the Golden Calf, it was Nebuchadnezzar."

Let us become familiar not only with the language but with the spirit of the Book of Books.

In this paper, which cursorily touches many subjects, we have attempted to suggest valuable thoughts, which we trust may prove useful to us all, and may stimulate us to constant activity in adding to our stores of knowledge.

In this respect, ours may be the motto of a distinguished painter.—"Nulla dies sine linea," no day without a line. As Michael Angelo said after having planned St. Peter's Cathedral, "I will hang the pantheon in the air," so let each resolve to erect a spiritual temple, far more splendid and enduring than St. Peter's in Rome.

OFFICIAL DEPARTMENT.

Conducted by the Hon. J. J. BURNS, Columbus, Ohio.
POINTS IN SCHOOL LAW.

In listing the points of new legislation to go into effect, I overlooked Sec. 4069, last clause,—"and no person shall be appointed to the position or exercise the office of State, county, city, or village examiner of teachers who is the agent of or is interested in any book-publishing or book-selling firm, company, or business."

Another point I omitted in giving changes in the school law is this— City Boards of Examiners can issue certificates for but "one, two, and three years."

There is a recent decision of the Supreme Court of Ohio, relative to the use of school property, which may not be out of place.

William W. Weir, v. Harrison L. Day et al., Error to the District Court of Portage County.

McIlvaine J. Held:

1. Under the act of May 1, 1873, entitled "an act for the reorganization and maintenance of common schools" (70 Ohio Laws, 195), Boards of Education are invested with the title to the property of their respective districts in trust for the use of public schools, and the appropriation of such property to any other use is unauthorized.

2. A lease of a public-school house for the purpose of having a private or select school taught therein for a term of weeks, is in violation of the trust; and such use of the school-house may be restrained at the suit of

a resident tax-payer of the district.

DIRECTORS.

A teacher is not bound by directions given by individual directors. In the given case a director enters the school-house and suspends a pupil equally ignoring the rights of the teacher, the child's parents, and his fellow-directors. He is a trespasser under the eye of the law.

ADDITIONAL BRANCHES.

I am asked whether the County Boards of Examiners can not require the applicant to pass an examination in certain other branches in order to receive a three years' certificate. To this my answer is: I am sorry so to infer, but I think that as the law recites the branches in which applicants must pass an examination, the Board would not be authorized to add to the list. The Legislature refused to make additions.

The Examiners can, however, broaden out the statutory branches, and demand stronger proof of success in teaching as an examination in Practice, and give a wider scope to tests in Theory, to those who aspire to the highest grade of certificate. Of course, where applicants are to teach other branches than those named in the law as necessary to every certificate, they should be examined in such branches. Examiners may well give this matter a little more attention. Many teachers are teaching branches for which they have no license.

The theory of our system just here is: the Board of Education determines the course of study; the teacher who expects to have charge of a school in a given district, prepares himself by procuring a certificate of qualification, a license to do such work as the Board wants done; the directors, who are the legal "committee on teachers," knowing what studies are to be pursued, engage teachers who can legally enter into contract to teach their schools, who have certificates covering all the branches of study selected, as before stated, by the Board. This, I have asserted, is the theory. Between it and the very common practice, there is no striking likeness.

Too commonly the sum of effort at adjusting these matters is, a teacher gets a certificate, and then takes charge of a school, the directors simply wishing a teacher whose price was the minimum.

Columbus, O., Dec. 16, 1879.

Commissioner.

EDITORIAL DEPARTMENT.

-THE importance of an intelligent knowledge of the constitutional history of our country can scarcely be overestimated. An acquaintance with the struggles of our forefathers with the problems of government can scarcely fail to promote patriotic feelings and make more intelligent voters. Political liberty can best be preserved by a vigilant watchfulness of all measures that squint either towards imperialism or anarchy. Judge Story's work on the Constitution has long been a standard. It has been extended by the eminent Judge Cooley so as to embrace the recent amendments. It is well, however, for Americans to see themselves as others see them. The eminence of German Scholars is proverbial. two ablest grammars of the English language yet written are the works of Germans. It now seems that a German has taken rank as one of the ablest writers on the constitutional history of our country. We allude to Dr. H. Von Holst, a professor in the University of Freiburg. His great v the Constitutional and Political History of the United States is now undergoing translation by John J. Lalor, Alfred B. Mason assisting in the first volume. Two large octavo volumes of the translation have already appeared, the first extending from 1750 to 1833, occupying more than 500 pages, and the second from 1828 to 1846, occupying more than 700 pages. The translators have fitly dedicated this great work to Judge Thomas M. Cooley of Michigan, one of the most eminent expounders of the United It is wonderful to see a foreigner entering into States Constitution. the spirit of American political struggles as Von Holst has done. Every page of his work bears evidence of deep research and keen discrimination. No intelligent American can read these volumes without acquiring a deeper insight into the constitutional history of his country than he has previously possessed. These volumes are not only excellent for the private library but they could be placed very appropriately in the Public-School libraries for reference to be used by High-School pupils under the direction of Principals or Superintendents. The work is published in Chicago by Callaghan & Company in excellent style. The first volume bears the date, 1877, and the second, 1879. The prices per volume are respectively in cloth \$3.50 and \$4.50, in sheep \$4.00 and \$5.00, in half calf. \$5.00 and \$6.00.

[—]It seems to be now definitely settled that the next meeting of the National Educational Association will be held at Chautauqua, New York, beginning on July 13. There will be an effort made to make the meeting the largest yet held. The attractions of the place as a great summer resort will doubtless induce hundreds of teachers to go that would not go to a large city. We want Ohio to have the largest representation of any State, New York alone excepted.

—REMEMBER our editorial columns are open to brief and pointed educational utterances. Send in your best condensed thoughts. Our intelligence and personal departments cost us more labor by far than any other part of the Monthly. We can be relieved of much of this if our readers will send us marked papers with educational items and personals, and also private letters. We often spend hours in looking over papers with small results.

We regret that there was no announcement in our December issue of the Holiday College meeting. A notice was sent us in time by Pres. B. A. Hinsdale, but by some means yet unknown it failed to be put in type. We remember no such previous mishap and consequently feel more chagrined than if we had been schooled in such misfortunes.

—There has been delay in getting out the volume of proceedings of the Philadelphia meeting of the National Educational Association. This delay has not been our fault. We hope to have it all printed before Jan. 1, 1880. The binder has nearly all the folding done and merely waits for the last 24 pages which are delayed by electrotypers in Chicago. There will be printed 1,000 copies, of which 500 will contain 464 pages each and the remainder 272 pages, the latter containing the Philadelphia proceedings without those of the two special meetings of the Department of Superintendence held in Washington, in 1877 and 1879. The volumes when bound will be sent to Washington for distribution to members. The price per volume of either size will be \$2, sent by mail prepaid. Every live teacher should own a copy. Send us two dollars and we will order a copy to be sent to you.

EDUCATIONAL INTELLIGENCE.

- —The class of 1880, in the High School of Middletown, Ohio, publishes a "High-School Journal."
- —A MOVEMENT has been made in Cincinnati by prominent ladies to establish free Kindergartens in that city.
- —WE hope to announce in our next issue the time and place of the meeting of the Ohio Teachers' Association.
- —The Winter Term at Hiram College began Dec. 9, and the Christmas vacation was omitted, the term to close Feb. 27, 1880.
- ——The "Normal Institute" a 2-column 8-page monthly, edited by J. A. Holmes, Ottawa, Ill., has reached its seventh number.
- —ONE of the hotels in Mansfield, with 54 rooms, will after April 1, 1880, be used for boarding students of the Normal College.
- —The program for the Massachusetts-Teachers'-Association meeting in Boston, Dec. 29, 30, 31, covered a great variety of subjects.
- —Paris is again the capital of France. The capital has been at Versailles ever since the establishment of the Republic about nine years ago.

- ——It is said that the attendance recently at the National Normal at Lebanon, Ohio, has never been so great at the same time of the year, there being between 500 and 600 students.
- THE Atlantic Monthly promises for 1880 more good things than ever in a more inviting form, that is, it is to be printed from larger type on a larger page and the pages increased in number to 144.
- ——A MEETING of the Morrow-County Teachers' Association was announced to be held at Mt. Gilead, December 26 and 27. T. J. Mitchell, G. O. Brown, L. M. Lydy, and others were to read papers.
- ——The recent anniversary of Whittier's birthday was celebrated with great success some time ago in the Cincinnati Public Schools. This action is an outgrowth of Mr. Peaslee's work on the "Memory Gems."
- ——WE have received a minute program of the Educational Meetings, viz: the State Normal Institute, County-Superintendents' Convention, and the State Examination, to be held in Topeka, Kansas, from December 29, to January 3, 1880, inclusive.
- —The first graduating exercises of the Newcomerstown (Ohio) Public High School will take place next June. The class consists of twelve pupils, 4 boys and 8 girls. One of the number, twelve years old last spring, obtained a county teachers' certificate.
- ——The Cleveland-City Normal School has been removed from the Building on Eagle Street to the late rooms of the Board of Education on Prospect Street. This building was built in 1840, and was the first brick public-school building built in Cleveland.
- ——Forty of the teachers of the Public Schools of Canton, Ohio, are subscribers to the *Ohio Educational Monthly*. Every teacher in the Hamilton Public Schools (33) is also a subscriber. We wish we could make as good a report for every city and village in the State.
- —The citizens of Mansfield are moving in the direction of securing subscriptions to aid the growing Mansfield Normal College. Documents, such as circulars, catalogues, and papers relating to the school will be sent free to any address. J. Fraise Richard is President.
- ——We are indebted to Dr. T: C. Mendenhall for a copy of the *Japan Weekly Mail* of Oct. 25. It left Yokahama, Nov. 1, and arrived in Salem, Ohio, Nov. 27. It contains a copy of the "New Educational Code." The Department of Education in Tokio is now a permanent subscriber to the *Ohio Educational Monthly*.
- —The Report of the Akron Public Schools for the last year appeared in the Akron Daily Beacon, Dec. 10. It shows 52 teachers, a registration of 2,826 pupils, out of an enumeration of 4,429. Mr. Findley advocates a return to the solid branches in schools and that less be attempted in the way of ostentation. To this sentiment he may expect a loud "amen."
- —A TEACHER to get a three-years' State certificate in Kansas must pass a satisfactory examination in spelling, reading, penmanship, composition, grammar, arithmetic, book-keeping, industrial drawing, algebra through simple equations, physical and political geography, U. S. History and Constitution, physiology, natural philosophy, botany, entomology, geology, and didactics.

- The previously-announced program for the meeting in Elyria, Dece 20, of the Lorain-County Teachers' Association was as follows:—"Rhetorical Work in the Country Schools," R. H. Kennison; "Exhibition of Examination Papers," I. N. Saddler; Discussion upon the Condition of Ungraded Schools and their Wants; "The Art of Questioning," Prof. G. H. White. A. O. Johnson was appointed to open the discussion of Mr. Kennison's paper.
- —The Hamilton-County Teachers' Association met December 13. R. M. Bulla read a paper on "Man's Reverence for Antiquity," and L. D. Brown, one on "Something Practical." The subject of the examination of teachers was discussed by A. B. Johnson, Mr. Nelson of Ludlow Grove, and L. D. Brown. It was resolved that a paper representing the sentiment of the Association be drawn up and printed. Adjourned to meet the second Saturday in January, 1880.
- —WE have to record the death of one of the four weekly school journals of the country—the youngest of the four. It lived a useful life and died not far want of brains but we suspect for want of stomach supplies. In the case of the death of the West Virginia Journal of Education it is impossible truthfully to violate the maxim, "De mortuis nil nisi bonum." The New-England Journal of Education is heir to the property of the deceased. It will, no doubt, increase it a hundred-fold.
- —The previously-announced program of the Fayette-County Teachers' Association for the meeting in Jeffersonville, December 13, was as follows:—Address by J. J. Worthington; "The Progress of Science," H. Jones; "On Literary Societies," Linnie Crow; "The Globe and its Uses," J: P. Patterson; "Shall Boards of Education have the Exclusive Right to pay the Teacher's Salary." Mrs. V. Buhlow. Mrs. Buhlow was not present at the meeting but her paper was ordered to be published.
- —The Fayette-County Teachers' Journal for November, contains an article in favor of county supervision, by L. M. C., but the editor, R. C. Miller, gives an editorial blast against it. We suppose we ought to have patience with the irrelevant arguments made against county school supervision, but it requires an effort for one to be willing to argue in favor of an axiom. We consider it an educational axiom that every public school should receive as much judicious supervision as it is practicable to give it.
- —The previously-announced program for the meeting of the Warren-County Teachers' Association at Springboro, December 13, was as follows: "Why Teaching is so often made a Stepping-Stone," L. F. Coleman; "The Law of the School-room," B. A. Hathaway; "Public Schools and County Fairs," R. S. Hageman; "Teachers' Influence," G. J. Graham; "Practical Elocution," F. W. Steddom; "A Thorough Education," Eugene H. Foster. The subjects of the exercises of Julia Soule and Seth Ellis were not announced.
- "The Fulton-County Teachers' Association met at Delta, December 13. J. E. Sater in his inaugural discussed "Permanency of Employment." J. C. Struble explained his method of teaching "Compound Proportion."

Mrs. Keith gave us the "History of Fulton-County Schools," and told us of the teachers and school-houses of twenty-five years ago. Her paper was discussed by A. H. Smith, who has been a County Examiner of this county for twenty-three years. W. P. Cowan explained "Discount and Annual Interest." J. R. Haley showed how to teach Geography by means of outlines. Rev. R. R. Davies of Wauseon, gave the closing address on "Professional Measure." The meeting was spirited throughout."

- —"The Tri-State Teachers' Association met in Toledo, December 5. President Olney of Ann Arbor, Mich., delivered an address on "What the Public Schools can do, or what they cannot do?" Mrs. J. D. Irving of Toledo, read a paper on "Shall Elocution be taught in the Public Schools?" which was discussed by Prof. Pinkeley of Philadelphia, Pa., and Mr. Squires of Toledo. Prof. C. N. Jones of Ann Arbor, Mich., discussed "Teaching Algebra," and was followed by U. T. Curran of Sandusky. Mrs. J. D. Irving and Prof. Pinkeley each favored the meeting with a recitation. A vote taken at the close of the meeting showed the teachers unanimously in favor of holding the next State Association within the limits of the State. This does not look Chautauquaish."
- —The program of the tenth annual session of the Northwestern-Ohio Teachers' Association, to be held at Sidney, Ohio, December 30 and 31, 1879, came too late for insertion in our December issue. As a general rule all the large district Associations of the State fail to get their programs in the Monthly previous to the time of meeting. Can't something be done to break up this delay? We here simply state that the names of the persons on the program are J. W. Zeller, G. B. Boone, J. A. Barber, L. G. Weaver, J. T. Martz, I. W. Legg, J. A. Pittsford, W. I. Squire, Laura E. Holtz, Clara Conklin, L. D. Brown, C. W. Williamson, P. W. Search, J. E. Sater, G. F. Kinaston, J. C. Ridge, J. E. Baker, H. S. Lehr, T. A. Pollok, G. W. Walker, G. W. Snyder, J. E. Raley, C. W. Bennett, and W. S. Haskell. We hope to receive a full report for our February number.
- —"The Knox-County Teachers' Association met at Centerburg, November 29. Mr. Williams read a paper on "Mountains and Volcanoes." The subject of teaching reading was discussed by Mr. Mills, Mr. Agey, and Candace Lhamon; also by Prof. Marsh, who illustrated his remarks by some recitations. Mr. Mills emphasized the importance of enthusiaem in the teacher. "Penmanship," discussed by Messrs. Morris, Allbritain, and others. "Teachers' Wages," by Messrs. Hupp, Duckey and Agey. "School Government," presented in an animated manner by Mr. Barr, led to some remarks on self-reporting, by Prof. Allbritain and others.

The good people of Centerburg had hospitably provided for a host of teachers. Those who were not there missed two bountiful feasts."—Candace Lhamon, Secretary.

—The Third Congressional-District meeting of friends of Education met in Dayton, December 6. L. D. Brown presided. C. J. Albert was chosen Secretary and H. Bennett, Treasurer. In his inaugural address Mr. Brown advocated a County Board of Education, with power to employ a Superintendent if deemed advisable so to do. Miles Brown read a paper on the "Wants of the Schools of Warren County." Discussion of these topics

was participated in by J. F. Lukens, A. J. Willoughby, T. A. Pollok, S. J. Henderson, and Dr. Pruner of Indiana. Noble L. Rockey read a paper on "Supervision," which was discussed by H. Bennett and T. A. Pollok. John Ogden read a paper on "Normal Schools," which was discussed by J: Hancock, who favored Normal Schools for the training of teachers for the higher branches as well as of the lower. Three resolutions were passed. the second in favor of supervision and the third in favor of Normal Schools. Adjourned to meet in Hamilton, January 17, 1880.

——The Annual Meeting of the Eastern-Ohio Teachers' Association was held in Zanesville, Nov. 28, and 29, 1879. Papers were read as follows: "The District-School Teacher," J. C. Hartzler; "The Live Teacher," the Rev. G. F. Moore; "Practical Educators," the Hon. J. J. Burns; "Higher Education," the Rev. Dr. W. B. Bodine; "The Experimenter in the School-room," J: P. Patterson; Select Reading, by Miss A. R. Luse; "The Spirit of the Teacher," Pres. W. H. Scott; "Spectacular Education," M. R. Andrews. Officers elected: President, M. R. Andrews; Secretary, D. P. Pratt; Treasurer, John McBurney. This report gleaned from a newspaper, is evidently incomplete, for the previously-announced program provided for an Address of Welcome by Mayor W. C. Blocksom, an Inaugural Address by J. M. Yarnell, a paper by J. T. Duff, on "Teachers' Opportunities and Obligations," and "Good English in our Public Schools," by Margaret W. Sutherland. The paper announced the presence of Messrs. Yarnell and Duff.

-THE meeting of the Northeastern-Ohio Teachers' Association in Cleveland, Dec. 13, was unusually interesting. We could not be present in consequence of office duties. We have received no full report. The proceedings of these meetings in Cleveland being published in the Cleveland Leader of Sunday, instead of Monday, we fail to see the reports unless sent us by some Clevelander. The Akron Beacon says over 50 members attended. H. J. Clark's paper "In Memoriam" of H. R. Chittenden drew out remarks from H. M. Parker and E. F. Moulton. These three persons as a committee appointed for that purpose drafted appropriate resolutions which were adopted. These resolutions we have not seen. M. S. Campbell's paper on "Ethics in the School-room" elicited a spirited discussion which was participated in by Presidents Fairchild of Oberlin College, and Rexford of Buchtel College, D. F. De Wolf, Reuben McMillan, and S. D. Barr. The paper was ordered to be published. E. L. Rexford, D. D., read a paper on the "Responsibility of the State in the Education of her Peo-Officers elected:-Pres., H. M. James; Vice-President, Anna Gross; Sec., H. L. Peck; Treas., H. J. Clark; Ex. Com., E. F. Moulton, M. S. Campbell, and J. P. Treat. We learn by private letter that the following named persons were among those present in addition to those already mentioned, viz., S: Findley, T: W. Harvey, A. J. Rickoff, L. W. Day, A. P. Root, L. R. Klemm, I. M. Clemens, Alex. Forbes, Anson Smyth, J. H. Lehman, S. G. Cosgrove, H. F. Derr, C. B. Ruggles, W. H. Morton, W. W. Gist, W. R. Comings, and Prof. G. H. White of Oberlin.

—The following lines from Elroy M. Avery, author of a work on Natural Philosophy, and late Principal of the Cleveland Normal School,

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is certainly very complimentary to Mr. McVay. It was this apparatus we offered for sale in the Monthly last winter:—

"Will you allow me a few words with your readers several of whom know that I am considerably interested in the general introduction of physical science into our common schools. The greatest obstacle in the way of such general introduction is the cost of apparatus, which cost we know to be needlessly great. Any effort for the reduction of this expense is commendable; a successful effort is certainly worthy of, at least, a passing notice.

I have just had an opportunity of working with the pneumatic apparatus furnished by Supt. C. E. McVay of Mount Healthy, Ohio. I was and still am surprised at the combination of elegance, cheapness, and efficiency, that it affords. I know of no other way of getting so much, in this line, for the money asked.

It may be proper (I hope that it is not necessary) for me to say that I am under no obligation to Mr. McVay that leads me to write this note. I write it solely in the interest of the children in the Common Schools, but if Mr. McVay profits by it there will be, in that, no pain for me. The Superintendent of the Mt. Healthy schools will certainly be the most surprised of any one who reads this."

-Ar the Columbiana-County Teachers' Institute, held the first week in November, provision was made for dividing the county into districts for two Associations, one to include the northern part of the county and the other the southern. The first meetings were held the last Saturday in November. We have received no report from the southern meeting held in Wellsville, but the northern held at Leetonia, was a remarkable success. Salem, New Lisbon, Columbiana, Leetonia, and rural districts were well represented. We talked for an hour on the Infinitive, to very attentive listeners. C. B. Stanley and J. C. Guy discussed "School Organization," and S. C. Benedict "The Teaching of Fractions." Remarks were made by G: N. Carruthers, G: D. Hunt, and others. Adjourned to meet the fourth Saturday in January. Teachers in the rural districts held a meeting at the Vernal-Grove School-house, one and a-half miles from Salem, the following Saturday. G: N. Carruthers, G: D. Hunt, and W: D. Henkle were the only Salem representatives present. The meeting adjourned to meet Dec. 20, at sub-district No. 6, Butler Township, one mile west of Winona, and six miles from Salem. The meeting at Vernal Grove was not largely attended, the day being rainy and the roads almost impassable, but the meeting at No. 6, was a complete success. Five townships were represented by sub-district teachers. By special request we discussed the Infinitive, at this meeting. Leonard Winder spoke on how to begin school work, and T. W. Phillis spoke on "Orthography." The meeting adjourned to meet at Scrabble, four miles from Salem, the first Saturday in January. It was also agreed to hold the following meeting the second Saturday in January at Guilford, seven miles from Salem. The rural teachers seem to be fully aroused. The president of the meeting at Vernal Grove stated that it was the first meeting of the kind he had ever attended. Night sessions were held at both the meetings mentioned.

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PERSONAL.

- E. F. WARNER is Principal of the Dalton, (Ohio) High School.
- —C. A. KEYES is Superintendent of the Public Schools of Belpre, Ohio.
- ---JOSEPH REA is serving his third year as Superintendent of the New-comerstown Public Schools.
- ——Dr. E. C. Wines, the well-known advocate of prison reform died Dec. 9, in Cambridge, Mass.
- ——Henry Holton is serving his eighth year as Superintendent of the Public Schools of Moscow, Ohio.
- T. J. MITCHELL, the new Superintendent at Mt. Gilead, is highly complimented for his efficient work.
- —Miss E, L. Ware of Milton, Mass., gives instruction by correspondence. She gives excellent references.
- ——A. Setzepfand of Dalton, Ga., formerly of Ohio, is now teaching at Sulphur Springs, near Buffalo, N. Y.
- ---J. A. I. Lowes is serving his fourth year as Superintendent of the Public Schools of New Richmond, Ohio.
- ---MISS ROWENA P. COOKE the new assistant in the Gallipolis High School, is said to be eminently successful.
- —JUDGE DIKEMAN, the first school teacher that taught in Brooklyn, N. Y., died in November last at the age of 85.
- ——Sam. Findley of Akron, will be one of the instructors at the next session of the Medina-County Teachers' Institute.
- ——Mrs. KATE Breakley Ford of Cleveland, has been engaged to teach in the Medina-County Teachers' Institute next summer.
- ——Dr. Eben Tourjee of Boston, is already planning for his third European Excursion. Particulars will be announced in due time.
- ——M. E. Hard the new Superintendent of Schools at Gallipolis, is exerting a wholesome educational influence on the teachers of Gallia County.
- ——Mrs. Hosea, one of our contributors, is Recording Secretary of the Local Committee, that has charge of the Harvard Examinations for Women at Cincinnati.
- ——L. R. Marshall, Esq., who has, during the last seven years, taught music in the Public Schools of Lebanon, Ohio, has been elected Special Teacher of Music in the Hamilton Schools.
- —The Hon. Allen B. Lemmon, State Superintendent of Public Instruction, Kansas, has sent us a neat bound copy of the Kansas School Laws. Will other State Superintendents go and do likewise.
- —MARY ALLEN WEST, Superintendent of the Public Schools of Knox Co., Ill., rejoices in the fact that the schools of her county took six out of eight premiums offered in the educational department of the last Illinois State Fair.

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- ——G. Dallas Lind late of Bussey, Iowa, is now teaching at the Central Normal School in Indiana. He is author of a work on "Methods of Teaching in Country Schools." He has been an occasional contributor to this journal.
- —Prof. Joseph Millikin of the Ohio State University, has compiled a small chart (size 275 by 215 millimetres) giving the genealogy of W: Shakespeare. It shows that the family of his sister Joan is still continuing in her descendants.
- —Miss Mary A. Southard of Maine, a graduate in 1866 of the Classical Course of Oberlin College, and a teacher in the Salem (Ohio) High School from 1866 to 1871, has been for several years past teaching in the High School at Lewiston, Me.
- —Miss Berger, First Critic-teacher in the Cleveland Normal School, has resigned, to accept a better position in the Indiana State Normal School, at Terre Haute. She has done long and faithful service in the schools of the Forest City. Her departure is much regretted.
- —J: P. Patterson has projected; a themical and physical laboratory for the benefit of the teachers of Fayette County. Teachers are to bring the raw material and learn to make apparatus. Mr. Patterson is full of zeal in the line of science teaching. He cannot fail took much good.
- —The Hon. H: Barnard, if orders justify, will edit and publish "Educational Biography." Mompirs of Founders, Promoters, and Teachers of Institutions for Girls and Young World, with Contributions to the History and Improvement of Female Education in the United States." Pages 692. \$3.50.
- —Mes. Jeanne Care, wife of the Hon. Ezra Carr, who has just retired from the position of State Superintendent of Public Instruction in California, has been elected State Lecturer of the State Grange, for 1880. She has acted as her husband's deputy with great acceptance for two years past—doing excellent service during the ill health of her husband.
- ——CAPT. HENRY A. FORD, A. M., formerly editor of the *Michigan and Northern Indiana Teachers*, and Mrs. Kate B. Ford, late Assistant Principal in the Cleveland City Normal School, will accept Institute engagements in Ohio for the coming year. They will engage together or separately, for part or whole of a session, day or evening service, or both, and can, if desired, carry the entire work of an Institute. Since the new institute-system was adopted in Michigan, they have been regularly employed by the Bureau of Education in that State, and have conducted Institutes in a large number of its counties. They can give abundant references. Their address is 1909 Euclid Avenue, Cleveland, Ohio.

INSTITUTE.

WILLIAMS COUNTY:—"Place, Bryan; time of beginning, Aug. 18; duration, one week; instructors, Prof. McIntosh, and Prof. Jeffries of Pittsburgh, (elocution). Hon. J. J. Burns was present one day and delivered

one lecture. Evening lecturers, Prof. McIntosh, Judge Bowersox, and Prof. Sanders. Prof. Jeffries gave an entertainment on Friday evening; chemical experiments by Prof. Sanders on Wednesday evening. Officers elected:—Pres., Prof. Sanders; Vice-Pres., E. E. Bechtol; Sec., Nellie Starr; Executive Committee, F. M. Priest, A. M. Spangler, and Mrs. S. H. Gillis."

BOOK NOTICES.

THE SCIENCE OF EDUCATION; or the Philosophy of Human Culture. By John Ogden, A. M. Van Antwerp, Bragg & Co., Cincinnati and New York. Pages 234. Price \$1.00. By mail \$1.17.

THE ART OF TEACHING. By John Ogden, A. M., Van Antwerp, Bragg & Co. Cincinnati and New York. Pages 246. Price \$1.00. By mail \$1.17. Mr. Ogden has had a long and varied experience in Normal-School work. About a quarter of a century ago he prepared a work on the Science of Education. The present complementary works may be presumed to present more matured thoughts as the outgrowths of a more extended experience. Mr. Ogden claims not to have written for eminent and experienced scholars and teachers, but for young teachers who are entering upon an important and difficult work with little pedagogical strength and still less experience. In the first work after giving the nature and design of his plan he treats of "Educational Capacity," "Educational Forces," and "Educational Processes," each under three articles entitled "Objective," "Transition," and "Subjective Period." chapter on "Physical Education" is treated under the articles "Hand Culture," "Excursion and Labor," and "Gymnastics," on "Intellectual Education," in the articles "Observation and Experiment," "Language and Description," and "Investigation and Generalization," and on Moral and Religious Education," in the articles, "The Affections," "The Conscience," and "The Will." In the second book there are chapters on "School-room Duties," "Study," "Recitation," "School Business," "Recreation," and "School Government," treated respectively under three articles except that on "Recitation," which is under four.

AMERICAN HEALTH PRIMERS. The Mouth and the Teeth. By. J. W. White, M. D., D. S., Editor of the Dental Cosmos. Philadelphia: Lindsay & Blakiston: 1879. Pages, 150. Price 50 cts.

This is No. VII. of the Health Primers. That the work has been prepared with care by an expert, the name of the editor of the Dental Cosmos is a sufficient guaranty. The Chapters after the introductory one have the following titles:—"The Mouth," "Anatomy of the Teeth," "Development of the Teeth," "Eruption of the Temporary Teeth," "Difficult Dentition," "Care of the Temporary Teeth," "Six-Year Molars," "Shedding of the Temporary and Eruption of the Permanent Teeth," "Nutrition of the Teeth," "Food in its Relations to the Teeth," "Nervous Relations of the Teeth," "Constitutional Peculiarities, Varieties, and Defects of the Teeth," "Irregularities of the Teeth," "Tartar, or Salivary Calculus," "Decay of the Teeth, or Caries," "Toothache—Extraction—Hemorrhage," "Hygiene of the Mouth," "Reparative Treatmnt," and "Substitution—Artificial Dentures."

Wells's Natural Philosophy; for the Use of Schools, Academies, and Private Students. By David A. Wells. New Edition. Carefully revised and re-edited in accordance with the latest results of scientific discovery and research. By Worthington C. Ford. With many new engravings. New York and Chicago: Ivison, Blakeman, Taylor & Co. 1879. Pages 510.

Wells's Natural Philosophy has been before the public for more than twenty years, and is said to have had a large sale. The present edition has been prepared to bring it more nearly up to the demands caused by recent scientific discoveries. The telephone and microphone come in for a description, but so great has been the progress of discovery that the last inventions of Edison and others are not alluded to. The frontispiece is a very beautiful colored plate entitled "Table of Spectra." The coloring is remarkable.

MECHANICS, by Robert Stawell Ball, LL. D., F. R. S. Andrews Professor of Astronomy in the University of Dublin, Royal Astronomer of Ireland. New York: Henry Holt & Co. 1879. Pages 180.

This neat little book bound in light linen cloth is one of the Series of "Handbooks for Students and General Readers in Science, Literature, Art, and History." The work has been prepared by an eminent scholar, and each of the fourteen chapters except the last, on the Third Law of Motion, closes with a list of practical questions, aggregating 103.

SHAKESPEARE'S MERCHANT OF VENICE. With Introduction and Notes Explanatory and Critical. For Use in Schools and Classes. By the Rev. Henry N. Hudson, Professor of English Literature in the School of Oratory, Boston University. Boston: Ginn & Heath. 1879. Pages 207.

This edition of the Merchant of Venice is characterized by all the excellences which mark Mr. Hudson's Shakespearian labors. The print was so inviting that it lured us to read again the whole play. The first thirty-six pages are devoted to a remarkable general preface in which the author discusses "English in Schools." Every teacher should read it. Ten pages are devoted to the Poet's Life and thirty-two to an Introduction giving a "History of the Play."

MILTON'S PARADISE LOST, Books I. and II. With Introduction, Notes, and Diagrams, by Homer B. Sprague, M. A., Ph. D. Boston: Ginn & Heath. 1879. Pages 145.

MILTON'S LYCIDAS. Edited, with Notes, by Homer B. Sprague, Ph. D. Boston: Ginn & Heath. 1879. Pages 47. Sent by mail for 65 cents. Introduction price 45 cts.

These two books are bound together in one volume. The introduction to Paradise Lost fills about thirty pages, and that to Lycidas twelve. The notes are very full. Milton's scholarly poem requires ample elucidation to all not well versed in classical lore and mythology. The diagrams showing conjecturally Milton's cosmography are unique. There are indexes that refer to the words commented on in the notes. We commend the volume to teachers.

An Elementary Greek Grammar. By Wm. W. Goodwin, Ph. D., Eliot Professor of Greek Literature in Harvard College. Second edition. Boston: Ginn & Heath. 1879. Pages 420.

The bare announcement of a new and enlarged edition of Goodwin's Greek Grammar will be sufficient to arrest the attention of all teachers

and private students of Greek. The work is characterized by many merits among which are the Syntax of the Verb, a New Classification of Conditional Sentences, and a 32-page Catalogue of those verbs that present difficulties to the Student. The publishers, Ginn & Heath, are fast taking rank among the foremost publishers in the country, their list of publications already comprising some of the best modern school books.

MESERVEY'S BOOK-KEEPING. Single and Double Entry. By Prof. A. B. Meservey, A. M., Ph. D., Principal of the New Hampton Literary Institution, New Hampton, N. H. Boston: Thompson, Brown & Co. Thos. H. Bush, Agent, 70 Metropolitan Block, Chicago. Introductory price 67 cts., exchange 50 cts., copies for examination 50 cts.

This neat work on book-keeping we have already noticed in the Monthly. We again call attention to it because the western agent has sent a copy for notice.

New Word-Analysis; Or, School Etymology of English Derivative Words. With Practical Exercises in Spelling, Analyzing, Defining, Synonyms, and the Use of Words. By Wm. Swinton. Ivison, Blakeman, Taylor & Co: New York and Chicago. 1879. Pages, 154.

This book is a new modelling and re-writing of the author's Word-Analysis, first published in 1871. That work was deficient in practice work for pupils and this work aims to supply the deficiency.

ECLECTIC MANUAL OF PHONOGRAPHY: A Complete Guide to the Acquisition of Pitman's Phonetic Shorthand without a Teacher. By Elias Longley, Cincinnati: Published by the author. 1879. Pages 140. Price 75 cents.

This is a new edition of a book that has been twenty-five years before the public and thoroughly tested. It contains all the new improvements in the phonographic art.

THE INDEPENDENT WRITING SPELLER. By J. Edwin Phillips. A. S. Barnes & Co., New York and Chicago.

Of these there are three, the Primary, the Intermediate, and the Advanced. The suggestions to teachers, the rules of spelling, the marginal models of letters, small and capital, etc., make these spellers the most ingenious we have yet seen. Teachers should not fail to examine them.

PAMPHLETS, ETC., RECEIVED.

Chart containing the Course of Study of the Public Schools of Martin County, Ind. Prepared by F. M. Westhafer, County Superintendent.

Course of Study of the Waverly (Iowa) High School. H. L. Grant, Superintendent.

Ohio School Laws, with Notes and Decisions by the Hon. J. J. Burns, State Commissioner of Common Schools. Pages 194.

F. P. Adams's Parsing Book, designed as an Aid in securing Written Parsing Lessons, Danville, Indiana. J. E. Sherrill. 1880.

Eighth Biennial Report of the Superintendent of Public Instruction of the State of California for the school years of 1878 and 1879. Sacramento: 1879. Pages 251. Hon. Ezra S. Carr, Sup't.

Hull's Inventive Free-Hand Drawing Charts. Cedar Falls, Iowa. Rhetorical Figures. By A. H. Welsh, A. M. Columbus, Ohio. 1879. Pages 60.

Oberlin College. 1879-80. Of the 24 names enrolled in the Faculty there are nine with "Rev." prefixed. In all these cases no degrees are suffixed. Is this because the "Rev." makes all other titles useless and merely worldly appendages?

Our Common Schools. By Joshua Bates, A. M., Late Master of the Brimmer School, Boston: New-England Publishing Co. 1879.

The place of the Study of Latin and Greek in Modern Education. By W. T. Harris, LL. D., St. Louis, Mo. Pages 28. This is an able paper.

Proceedings of the Trustees of the Peabody Education Fund at their Annual Meeting, New York, October, 1879. Pages 58.

Seventh Annual Report of the Springfield (Ohio) Public Schools. 1878-79. W. J. White, Sup't. Pages 68.

Eighteenth Annual Report of the Indianapolis Public Schools. 1878-79. H. S. Tarbell, Sup't. Pages 164.

Fourth Annual Report of the Yankton, (Dakota) Public Schools. 1878-79. Wm. M. Bristoll, Sec. Pages 32.

Arnold of Rugby. By Miss Grace C. Bibb, Missouri State University. Pages 21.

The Philosophy of the Sciences, or a Classified Scheme of Knowledge, arranged with Reference to Right Methods of Instruction. By J. M. Long, A. M., "We do not enlarge, but disfigure the sciences, when we lose sight of their respective boundaries and allow them to run into one another."—Kant. Copyright secured. 1879: By J. M. Long. Pages 12. Mr. Long's address is now Richmond, Mo. His articles in this Monthly have interested some of our best readers.

Report of the Newport (Ky.) Public Schools for year ending June 30, 1879. Pages 76. A. T. Wiles, Sup't.

The Illinois School Law. Springfield: 1879. Pages 88. Hon. J. P. Slade, Report (8th) of Ohio State University, for 1878. Pages 186. Ed. Orton, President.

Twelfth Biennial Report of the Superintendent of Public Instruction of the State of Illinois. 1877-1878. Springfield. Hon. S. M. Etter, Sup't. Organic Grammar. A. H. Welsh, Instructor of Rhetoric and English Literature, in the Columbus High School. Columbus, Ohio: Press of Cott and Hann. 1879. Pages 42. A very suggestive pamphlet.

Circular of Miami Commercial College, Dayton, Ohio. A. D. Wilt, Principal.

Educational Directory (for California). Sacramento: 1878. Pages 47. California State Normal School. San Jose. 1878-9. Pages 51.

Seventh Biennial Report of the Superintendent of Public Instruction of the State of California, for the school years, 1876 and 1877. Sacramento: 1877. Pages 176. Hon. Ezra S. Carr, Sup't.

Triennial Catalogue 1875-1878. Annual catalogue of Kenyon College and the Theological Seminary. Gambier, Ohio. 1878-1879. Pages 113.

Annual Circular and Announcement of the State Normal School at Winona, Minnesota, 1879. Pages 20. Irwin Shepard, Prin.

Course of Study for Graded Schools. Revised and adopted by the Northeastern-Ohio Teachers' Association, June, 1878. Pages 4.

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Annual Report of the Public Schools of Salem, Ohio, for the year ending June 13, 1879, and Calendar for the School Year, 1879-80. Salem, Ohio: 1879. Pages 36. G. N. Carruthers, Sup't.

Eighth Annual Report of the Kansas-City Public Schools, Kansas City,

Mo. 1878-9. Pages 64. J. M. Greenwood, Sup't.

Annual Report of the Wadsworth Union Schools for 1878-9, containing also, the Course of Study and the Rules and Regulations adopted by the Board of Education. Akron, Ohio: 1879. Pages 16. Hiram Sapp, Sup't.

Guide-Book for the National Educational Association, Annual meeting.

City of Philadelphia. Pages 24.

Ohio Wesleyan University, 1878-79. Pages 104. Rev. Chas. H. Payne, D. D. LL. D., President.

Hiram College. 1879. Pages 29. B. A. Hinsdale, Pres.

Findlay Public Schools. 1878-9. Pages 29. J. W. Zeller, Sup't.

Portland (Oregon) Public Schools. Sixth Annual Report. Portland: Pages 76. T. H. Crawford, Sup't.

Ohio Central Normal School, Worthington, Ohio. Pages 39. John Ogden, Principal.

Report of Board of Education, Denver, Colorado. 1879. Pages 66, Aaron Gove, Sup't.

Statistics of the Public Schools of Nebraska for the year ending April 7, 1879. Compiled by S. R. Thompson, State Superintendent, Lincoln, Neb,: 1879. Pages 13.

In Memoriam Rev. Henry Smith, D. D., LL. D. Addresses by the Rev. Israel W. Andrews, D. D., LL. D., and the Rev. Joseph F. Tuttle, D. D. Pages 40.

Memory's Tribute to Alex. Clark, Divine, Author, Editor. Pages 48. Course of Study and Rules and Regulations of the Bellaire-City Public Bellaire, Ohio: 1879. Pages 13. J: T. Duff, Sup't.

Report of Leroy F. Box, Superintendent of Education for the State of Alabama, for the scholastic year ending 30th September, 1878, with Tabular Statistics of 1876-7. Containing also the Laws relating to the Public-School System of the State, with an Appendix of Forms. Montgomery, Ala.: 1879. Pages 84.

Richmond (Ind.) Public Schools, for year ending June 20th, 1879. Rich-

mond, Ind.: 1879. Pages 67. J. Cooper, Sup't.
United States Public Land Laws; An Exhaustive Compilation of the Laws, Rulings, Decisions, and Late Acts of Congress with reference to the Agricultural, Mining, and other Lands of the United States, with the Instructions of the Commissioner of the General Land Office regarding the same. Compiled from Official Sources. Price 50 cents. Sioux City, Iowa: D. H. Talbot. 1879. Pages 130. The purpose of the book is explained by its title.

Description of Hitchcock and Miller's New Automatic Revolving Arithmetical Chart, and how to use it. By S. E. Miller, A. M., Michigan

Pages 16. City, Ind.:

The New Education. By Mrs. M. H. Peabody. Cincinnati: Pages 13. The Public Library and the Common Schools; Three Papers on Educational Topics. By C: F. Adams, Jr. I.—The Public Library and the Public Schools. II.—Fiction in Public Libraries and Educational Cata-Houses. III.—The New Departure in the Common Schools of Quincy.
Boston: Estes and Lauriat, No. 301 Washington Street. 1879. Pages 51. Price 25 cts.

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THE ORIGIN AND PREVALENCE OF MYOPIA (NEAR-SIGHTEDNESS) AMONG SCHOOL CHILDREN.

BY HENRY G. CORNWELL, M. D., YOUNGSTOWN, OHIO.

"All day the vacant eye without fatigue Strays o'er the heaven and earth; but long intent On microscopic arts its vigor fails."—

The human eye is adapted when normal in refraction to bring to an accurate focal point, rays of light received from distances beyond twenty feet, on the retina. From these "infinite" distances, rays of light, although divergent to the extent of about three degrees, are practically parallel in their Briefly it may be said that the eye-ball is just long enough from pole to pole to receive the focus of such rays of light on the retina after their refraction. If the length of the eye be increased or decreased, obviously it must be at a sacrifice of distinct vision of far-removed objects. If its limit exceeds that just considered, objects of which we desire to obtain a distinct retinal impression, will have to be brought closer to the eye, for it will be remembered that from points within a distance of twenty feet, -- "finite" distances, -- rays of light diverge, the increase in the divergence of the rays being proportionally greater as the object from which they are emitted is brought nearer to the eye. The point from which rays of light

proceed, is in direct relation to the focus of such rays after their refraction, when the one is approached the other in a certain proportion recedes.

An eye-ball which exceeds the normal in its antero-posterior measurement is by reason of this change in its form capable of bringing divergent rays only to a focal point on the retina. This elongation of the bulb of the eye, in greater or lesser degrees constitutes what is known as myopia,—shortsightedness or nearsightedness,—an interesting subject to parents and teachers, inasmuch as statistical investigations prove to us that myopia is increasing to an alarming degree throughout the civilized world.

It is a matter of common observation that myopia is frequently found in several members of the same family, in parent and child, thus giving it is supposed, unmistakable evidence of heredity. It is however less frequently noticed that it can be acquired, and that its usual tendency is to progress, unless proper preventive action be taken, from bad to worse, leading in some instances to destruction of the globes and loss of sight. A German author (Donders—anomalien d. acc. u. Refrac. Wien, 1866) says, "A myopic eye is a diseased eye" * * * * "In youth almost every myopia is pro-

[[]Note.—The human eye-ball is a globe containing transparent fluids. Its total polar length is 24.30 mm; its transverse axis 23. 60 mm: its vertical axis 23. 40 mm: (Helmholtz.) Of th three coats, so called, entering into the formation of its wall the external one, from its dense and inelastic character, he been called the sclerotic. This coat covers nearly the posteric four-fifths of the globe and is made up of white fibrous tissue to it certain muscles are attached, by which means, the eye-ba rotates freely in the orbit, in all directions. The middle tuni is the choroid, composed chiefly of blood vessels. Through i. the eye-ball receives its nutritive supply. The third or innermost membrane is the retina, formed by an expansion of the optic nerves after it has perforated the other two membranes; miniature impressions of subjects fixed by the eye are through the medium of this nerve transmitted to the brain. A transparent spherical disk completes the globe in front. Within the bulb of the eye are found transparent fluids, the media of refraction; a membranous partition, the iris, in the centre of which is found the augapfel—the apple of the eye, or the pupil. Immediately back of this is suspended the crystalline lens, a bi-convex body capable of changing its form; through its elasticity becoming thicker as the refractive power of the eye is required to be made greater for vision at near distances.]

gressive." * * * * "On this point I cannot lay sufficient stress; every progressive myopia is threatening with respect to the future. If it continues progressive the eye will soon with troublesome symptoms become less available and not unfrequently at the age of fifty or sixty the power of vision is irrevocably lost."

As already noticed a myopic eye-ball is one which has undergone a change in form; it has become ellipsoidal, its long axis being in the direction of its axis of vision. The principal factors upon which this change in the shape of the bulb of the eye is dependant, are first: the pressure of those external muscles upon it, by which means the globe is moved in all This pressure is exerted during the prolonged convergence of vision of near objects, for it is obvious that in order to maintain binocular single vision the nearer an object is brought to the face, the greater will be the convergence required. Second: the accumulation of blood within the eye while stooping and straining to see small objects by imperfect light, soon leads to softening of the structural tissues of the globe, which in conjunction with the pressure of the extra ocular-muscles, causes it to yield at the point where its support is the weakest—the posterior pole, hence the increase in length of the globe in the direction of the long axis of the orbit. The factors thus active in the production of myopia are further active agents in causing it to progress.

Statistical investigations prove beyond question that the time of the development of myopia is during the school-life of children and young adults. Dr. Ott Lucerne makes the following reflections on this subject at the conclusion of an extensive essay*:—"From observations made upon the eyes of school children it has become a convincing certainty, that in the modern states of culture, the schools, especially the higher ones are true brooding places of myopia. That the most active factor for exciting near-sightedness is the schools is shown through its progressive increase during school years, through its infrequency among people who only attend school a few years, or not at all, through its extraordinary infrequency among the half-civilized nations, e. g., Negroes, Kabyles, and Hindoos."

"For the development of myopia, inheritance must be taken into consideration, but it plays by no means so important a role as

^{*} Allg. Wiener Med. Zeitung, No. 33, Aug. 13th, 1878.

the sort of work performed by the eyes.* Myopia is very seldom in itself inherited, simply the foundation for it, e. g., a greater thinness of and more yielding nature of portions of the investing membranes of the eye,—till the time of attending school, one usually seeks in vain for myopic eyes, even among children both of whose parents are myopic. It is certain that the highest grades of myopia are met with where both inheritance and lack of school hygiene combine, but it is none the less certain children with the foundation for myopia can be permanently kept free from it. On the contrary we often find that school children free from hereditary conditions, can through overstrain of the eyes during early life, suffer from a high degree of myopia."

A few facts with regard to the relative frequency of myopia before passing to a consideration of the conditions which favor its development.

Dr. Cohn of Breslau, published in 1867† the results of an examination of the eyes of 10,060 school-children; the proportion of myopes in the different schools from the lowest to the highest is given in the following table:

Elementary School, - - 6.7 per cent. Intermediate School, - - 10.3 "
High School (Realschule), - 19.7 "
Colleges (gymnasia), - 26.2 "

In the high schools one-half of the first or highest class were myopic. In the colleges the sixth or lowest class contained 12.5 per cent of myopes, while the first class contained the enormous percentage of 55.8 of myopic students.

"Lately Erisman has published carefully-prepared statistics of the refraction of pupils in the schools of St. Petersburg. Four thousand three hundred and fifty-eight scholars were examined. Of these 30.2 per cent were myopic. Here, as in Cohn's tables, a comparison of the different classes shows a startling increase from year to year in the number of myopes. Among children of eight years of age, 10.2 per cent were found to be myopic. Among the pupils of twenty years myopia was found in 40 per cent of all examined." (Derby‡)

^{*} Italics my own.

[†]Dr. Cohn, Untersuchung der Augen von 10,060 Schulkindern, Leipsic, 1867.

[‡] Myopia and its Operative Cure, Richard H. Derby, M. D., N. Y.

Drs. Cheatham, Derby, and Loring, in New York, Williams in Cincinnati, Prout and Mathewson in Brooklyn, (Boston Medical and Surgical Journal, May 27, 1875,) observed as a result of investigations as to the prevalence of myopia among American school children a marked advance in the number of cases from the lower to the higher classes in schools and colleges. The following are some of the conclusions of Dr. Loring in a paper—Is the Human eye changing its Form and becoming near-sighted, under the influence of Modern Education. (New York Medical Journal, Dec., 1877).

"He said that hereditary influence was an important element in the production of myopia, and although statistics did not strongly endorse that view he still held that legendary information should receive much credence. In regard to the influence of modern education, it was found that a larger proportion of those living in the cities where intellectual pursuits were greatest, the largest number of myopes were found. In savage nations nearsightedness was very infrequent and it would seem that it was the result of education. While the intellectual classes

[Note.—Nationality has largely to do with the development and progression of myopia. Erisman's statistics, obtained from an examination of the eyes of 4358 scholars, revealed the fact that myopia was present in the lowest classes to the amount of 15 per cent, while in the highest it had increased to 42.8 per cent. Max Conrad examined 3036 eyes in Königsberg and found in the lowest classes 10 per cent, and in the highest 62.10 per cent of myopia. Drs. Derby and Loring examined 2265 eyes in New York and found myopia in the lowest classes to be about 3 per cent, while in the highest classes 26.79 per cent was found. The following is a combined table: *

Lowest Classes. Highest Classes. Russian, - 15 " - 26.79 per cent. - 42.8 " German, - 10 " - - 62.10 " "

Dr. M. Reich in a recent paper (Einiges über die Augen der Armenier und Georgier in den Schulen von Tiflis) † reports having found in an examination of 1258 school children at Tiflis, myopia present in a lesser degree in the Russian than in Georgian and Armenian pupils. The following is the table:

	unter d.		ur	ıt. d.	u	unt. d.	
	Russen		Arm	enier	Georgie ren		
Im Classischen Gymnasium	q 08	er cen	t38 p	er cen	t45	per cent.	
Im Madchen-Gymnasium		"	24	"	21	- "	
In der Stadt-Schule		"	14	"	14	"	
Im Lehrer Institute		"	25	"	10	"	

The highest degrees of myopia were also found among Armenian and Georgian pupils.]

^{*}Are Progressive Myopia and Conus Due to Hereditary Predisposition or can they be Induced by Defect or Refraction Acting through the Influence of the Ciliary Muscle.—E. G. Loring, M. D., New York. 1877.

[†] Archiv Fur Ophthalmologie, Band XXIV, Abth. III, 1878. igilized by

in Germany showed a large proportion of myopia, it was not so found in those artisans who used their eyes on fine objects as watch-makers and wood-engravers."

"Impaired nourishment, imperfect ventilation, together with a sedentary life, had a marked tendency in producing laxity of the tissues in general, including of necessity the coats of the eye-ball; and, with the tension which resulted from close application of the sight, there was a great probability of lengthening of the eye, or myopia resulting."

"In the United States the normal eye predominated, and he thought it was due to the fact that the young were more in the habit of indulging in out-door sports than in Germany. same was true of England. From a careful analysis of the myopic cases it was found that between the ages of ten and fifteen the majority developed; or in other words, at that time the tissues of the globe were more readily affected by strain of the It could be easily understood, under such muscles of the eve. an hypothesis that the industrial classes were so little liable to near-sightedness, for they seldom reached the practice of the more intricate branches of their trade before their eighteenth year. In conclusion, Dr. Loring was of the opinion that under proper precautions the normal eye could be continued indefinitely. If children were not allowed to apply themselves too closely to their studies between their eighth and sixteenth years and were, moreover, allowed the proper amount of outdoor exercise not much damage need be dreaded. important to have the schools perfectly ventilated and other hygienic conditions made as perfect as possible."

This paper which was read before the New York County, N. Y., Medical Society, excited an interesting and prolonged discussion on the hygiene of the eyes of school children which was participated in by a number of prominent oculists present.

The prevalence of myopia in Germany is alarming. As the land of student industry it has gained for itself the name of "the land of myopes." The English journal, Nature, says: "The alarming rapidity with which shortsightedness is increasing among German students formed the subject of a recent debate in the Prussian parliament. From extended observations made in the gymnasia, it appears that the number of the shortsighted increases from 23 per cent in the first year to 75 per cent in the ninth or last year.

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The too frequent custom in Germany of forcing the lads to study during the evenings, with insufficient light, in ill-ventilated rooms, is undoubtedly a main cause of this widespread evil."

From our consideration of the subject thus far we find that myopia is a disease, of childhood and youth almost exclusively, having its origin in the strong convergence of the visual axes necessary for vision at very near distances, by which means, pressure is made by the external muscles on the eye-ball, and the congestion and consequent softening of the tunics of the globe during stooping and straining efforts to see. Obviously imperfectly-lighted school rooms, the small type of text-books, low desks, etc., favor these conditions.

Usually progressive myopia becomes stationary after full adult growth is attained. Very rarely does it make its appearance after this time. It is manifest then that its hygienic management should be undertaken during the early periods of life. Galezowski a French writer says: *

"The importance of observing the hygiene of the eyes is much more important with regard to children going to school or entering upon apprenticeship; and in order that their vision be not prematurely damaged, it is necessary that the occupations which they are called to should be carried on under the best hygienic conditions, and especially that the school-rooms and workshops be properly lighted. Every child on entering a school should have its eyes minutely examined by a medical officer or oculist attached to the school, or by one employed by the parent, a certificate being furnished in which is stated the refractive power of the eyes, the sharpness of vision, and all other particulars necessary for a knowledge of the exact state of the eyes in each student. The eyelids should also be very carefully examined in order that any child suffering from contagious granular ophthalmia may be refused admission. exact knowledge of the sharpness of vision of each child is indispensable, in order that arrangements may be made in conformity with individual aptitude and range of vision. Thus, it is usual in classes to place children according to their merit, at the top or bottom—a practice indeed proper enough in the pedagogic point of view; but it may happen that those who are myopic get placed too far off from the blackboard, so as to have to strain their eyes very injuriously. In order to see better such children make immense efforts, winking and nearly closing the eyelids, and inducing spasmodic and involuntary contractions of the accommodation muscles, which, according to the accurate observations of Dobrowalski, contribute to the development of progressive myopia. The most effectual means of preventing this is to suppress the efforts at accommodation and to facilitate children seeing at both long and short distances. Here arises the question as to whether myopic children should employ glasses; and the answer is, that they should do so if the myopia is very considerable, and should not wear them when the myopia is but slight, and capable of heinz children should be placed to the myopia is but slight, and capable of being obviated by placing the subjects of it near the objects of their study. So that the place of a child in its class is really a hygienic question to be seriously considered."

From my view many children are sent to school when too

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^{*} The Monthly Abstract of Medical Science.

young; cases in illustration of this fact come under the observation of the oculist daily. Taking the eyes as an index to the entire physical organization, most children are attending school soon enough when eight years old. I am aware that on this point much has been written and said by teachers, and on this account I almost consider it forbidden ground, but it is a matter which interests the physician as well. It must be remembered that nervous force in children is quickly exhausted, and when lost is not so easily restored; moreover, that affections of the eyes are frequently but local manifestations of a want of proper tone or vitality; indeed in many instances I believe we should accept them as precautionary signals, serving to warn us of disaster—consumption and insanity—ahead.

Generally speaking I believe that school desks should be made much higher than they are at the present time. Myopic pupils * especially should be provided with high desks in order to obviate the necessity of holding the head low. This is a matter of much importance. Children with normal sight readily cultivate the habit of holding books close to the face, thus bringing about too great a strain on the muscles of convergence. Heavy books are laid on low desks or in the lap, requiring the head to be bent forward in order that its pages may be clearly seen. Myopes particularly should sit with head erect and hold the book as near as possible in the same plane as that of the eyes.

"In regard to the illumination of school-rooms, daylight should always come from the left side in relation to the students, and never from the right or the front. This direction of the light is especially favourable for writing, as the hand does not then project its shadow on the copybook. Benches should not be placed opposite windows, for too much light is very prejudicial; nor should the classes ever be ranged towards the south, working being very fatiguing with the sun on the windows. Photographers and painters so well understand the inconvenience of this that they always choose their studios with a northern or eastern aspect."—(Galezowski.)

Finally it must be remembered that a myopic eye is a diseased eye, and that with the higher degrees of error such an amount of structural change has taken place within the

^{*}The fact that pupils hold their books close to the face, does not in all instances indicate the presence of myopia. Persons who are farsighted to a high degree are required to do the same, as are also persons who have some affection of the optic nerve or other disease within the eye by which the visual sensibility of the organ is impaired; in the latter instance the object is brought nearer to the face in order that a larger retinal picture may be obtained.

eye ball, that normal vision cannot be restored even by wearing proper glasses. Frequently in such case vision equals but $\frac{2}{3}, \frac{1}{2}$, or $\frac{1}{3}$ of normal. Further than this: sudden blindness is in some instances a sequel of high degrees of myopia, through a rupture of some blood vessel with hemorrhage into the eye-ball,—a melancholy end for which surgical treatment is without avail.

By way of a

SUMMARY

to teachers it might be suggested:

I. See that pupils hold their heads erect, and their books as near as possible on a level with the eyes, and at a distance of from twelve to fifteen inches from the face.

II. See that the desk selected for the pupil be of such height that no stooping is required in writing and similar exercise.

III. If you suspect that a pupil is myopic, direct the attention of the parents to the fact, in order that proper glasses may be obtained. Give such persons high desks in well-lighted portions of the room, the light coming from the rear.

IV. The master should face the south.

V. Out-door exercise should be encouraged, more particularly among subjects whose pale and cachectic appearance indicates a lack of proper vitality.

The following are some of the most recent publications on school hygiene:*

The use and abuse of eyes in school-rooms, V. S. Lindsay, M. D. Trans. Med. Soc. Tennessee, Nashville, 1879.—Report of the Northhampton County Va. committee on school hygiene, Easton Daily Express, Aug. 21, 1879.—Die Stellung des practischen Arztes zur Realschulfrage, Hedler. 1879, Hamb.—Sanitary condition of air in public schools, N. F. Lupton, M. D. Chem. News, Lond., 1879.—Hygiene of public schools in Massachusetts, D. F. Lincoln, M. D., Bost., 1879, Rand, Avery and Co., 69 pp.—The education of girls, as connected with their growth and physical development, N. Allen, M. D., The Sanitarian, N. Y., 1879.—School Hygiene, D. F. Lincoln, M. D., Cycl. Pract. Med. (Ziemssen) N. Y., 1879.—The Hygiene of the School-room in its Relation to Sight, Gazette Hebdomadaire, reprint, Med. News

^{*}The writer has purposely avoided any reference in this paper to the hygiene of schools. Those interested in the subject will find in this bibliographical list it is hoped a valuable index. Further information in regard to the purchase of these publications will be cheerfully given by letter.

and Abstract, Jan. 1880. H. C. Lea, Phil.—Reherches d' hygiene scolaire, Marseille Med., 1879.—Our public schools; defective ventilation and brain poisoning. The Sanitarian, N. Y., 1879.— Emotional Prodigality, C. Fayette Taylor, M. D. Cosmos," July, 1879, Phil.—De school, van een geneeskundig standpunnt beschouwd, Utrecht, 1879.-Medical Inspection of schools (Edit.) Public Health, N. Y., 1879.—School Hygiene (Edit.) Med. Record, N. Y.—Die schul hygiene auf der Pariser Weltaus-stellung, 1878. Bresl., 1879, Morgenstern, 48 p., 2 pl. m. 1.50.—The Heating and Ventilation apparatus of the Glasgow University, San. Rec., Lond., 1878-Ein Vorschlag die exorbitante Vermereinigung der Schul-luft hintanzuhalten. Deutsche Vrilgechr. f. "öff Gendhtspflg., Bruschwg, 1878, F. W. and W. Hesse.-On the Sanitary condition of the public schools of the city of N. Y. Report of especial committee (J. R. O'Sullivan and others) of the N. Y. Med.-legal Soc. to the committee on hygiene of the Med. Soc. of the State of N. Y. Trans. Med. Soc., N. Y., 1878.—The perils of education in N. Y. and Brooklyn. Another suppressed report. The Sanitarian, N. Y., 1879. -District school hygiene, H. Jewett, M. D., Trans. Med. Soc. N. Y., 1878.—School hygiene E. V. Stoddard, M. D., Trans. Med. Soc. N. Y., 1878.

SYSTEMS* OF ELEMENTARY READING.

It is the purpose of this article to present a brief, scientific statement of the systems of teaching elementary reading, with a few suggestions as to methods, and to illustrate the same by referring to some one of the later publications of readers. In any series, the first reader will of course contain the essential subject-matter of these systems. Indeed it may be truly said that it is the only one that offers much material for pedagogical consideration. The first reader alone will therefore receive attention here.

One is left in little doubt as to what to assume as the basis of classification (fundamentum divisionis) of the reading systems.

^{*}The use of the term System, instead of Method, perhaps needs no explanation. Yet it is undoubtedly the proper word. A System is the orderly arrangement of materials which are to be taught by some method. The Science of Pedagogics (1) arranges the what (subject-matter) is to be taught, that is constructs systems, and (2) suggests the how (teaching), that is suggests methods. This article is mainly concerned with systems, though at its close it discusses methods.

They present clear marks of evolution along the line of phonics.

Prof. Freeman would have us believe that the English constitution was first founded in distinct principles and practices of liberty and justice from which it departed in its intermediate history, but toward which in later times it is surely progressing backward. The development of our written language has a similar character. Originally phonetic, it deteriorated into an anarchy of orthography which was first stayed by Johnson's Dictionary, the earliest written constitution in the government of spelling. Since this, it has slowly but surely advanced by returning toward that phonetic simplicity which is the beauty of the ancestors, the German and the Greek, and to which it will at last again attain. This developmental character of the language is somewhat apparent in the systems of teaching it. Their classification takes naturally a chronological order extending back to indefinite limits and reaching to the present times.

The prevailing systems of teaching beginners to read, may be divided into two general classes.

- A. The Naming Systems, which proceed by teaching names of letters, not teaching their sounds.
- B. The Sounding or (Phonic) Systems, which present sounds first and as the essentials, the names of the letters being given as the teacher chooses.
 - Of the NAMING SYSTEMS, there are two.
- (a) The Letter System, which first presents the names of the letters and then passes to the words.
- (b) The Word System, which first presents words, then passes to letters.

The Sounding Systems may be grouped, first, into

- (c) The Romanic Systems, or those preserving the common spelling; and second,
- (d) The Phonetic Systems, or those using only the letters or characters necessary to represent the actual sounds of the words.

Although the most prevalent, the Naming Systems have the least claim to be called systems, since they involve only the most general principle that can enter into an arrangement of subject-matter for instruction, namely, that the simple should precede the complex; and even this is observed in many presentations of these systems with very little practical skill. One of the most popular and practical exemplifications of the

(a) Letter System is the "McGuffey's Pictorial Eclectic Primer," first issued by W. B. Smith & Co., in 1849, then with improvements by Sargent, Wilson & Hinkle in 1867, and finally by Van Antwerp, Bragg & Co., as the "McGuffey's New Eclectic Reader," with numerous valuable changes.

A very interesting presentation of the Word System may be found in "The Little Teacher. No one. First Book on the Word Method" by the same firms. This affects also to arrange for the teaching of the sounds, but the selection of the words does not indicate the slightest regard to that feature.

The scientific objection to the Naming Systems is that, in teaching them, those fundamental processes of every method, analysis and synthesis, are impossible. Names of letters cannot be reconstructed into words, neither can words be separated into names of the letters. There is a mere mechanical separation of the printed words into the printed letters in the Word System, and juxtaposition of the letters to form the printed words in the Letter System, but between these performances and any method there is no possible connection. They are two parallels which can never meet.

This fatal objection is entirely overcome in the Sounding or Phonic Systems. They all permit either or both of the fundamental processes. I would better say both, only, for no method is complete which does not involve both the analysis and synthesis. To start with one and omit the other is wrong. To start with the other and omit the one is wrong. To start always with one and close with the other is wrong. The correct teacher will sometimes start with analysis, sometimes with synthesis.

The teacher, therefore, who subjects his practices to any scientific test, or, more probably, who has learned the sounds of the language well enough to teach them, will surrender both of the Naming Systems for some one of the Phonic Systems, and begin to study and recognize the differences upon which the latter are based.

While he appreciates the advantages of a phonetic language and the consequent theoretic superiority of the *phonetic* system, he is compelled to remember the prevalence of the common spelling as well as the prejudice awakened by the phonetic spelling, and therefore to conclude upon the practical superiority of the *Romanic* systems. While perhaps reform urges the *Phonetic*, he soon learns that while he may be a reformer, he must be a teacher.

Some one of the Romanic systems must then be chosen. This requires the examination of the new text-books, for, the materials of the old having no reference to the sounds, can hardly be adapted to a Phonic system. He knows that, in this day of pedagogical enlightenment and publishing enterprise, he may expect to find a first reader that will meet his most scientific and practical demand.

In this mood, the young teacher is liable to let some theoretical considerations with reference to the selection of the sounds overbalance his practical judgment concerning the nature of the young mind, and perhaps he will learn only by experience that sensible sentences with a few phonic irregularities are much better than such sentences as could be formed with words meeting strictly the phonic demands.

Having reached this point, he will then realize the advantage and necessity of diminishing the phonic difficulties by giving the letters which have different sounds certain marks to indicate those sounds. For such a purpose he will naturally prefer the discritical marks of the dictionary.

A first reader which most perfectly meets these practical and theoretical demands of the Romanic Systems, and which sets forth lessons in a style most beautifully illustrated and artistically constructed, is that of the revised edition of the Series of McGuffey's Eclectic Readers, just published by Van Antwerp, Bragg & Co., and lately so flatteringly noticed in the Monthly.

The first lesson is a marvel of artistic and pedagogical skill. What better theme than the dog? How could the theme be made more alluring, introduced as it is by two really good engravings of a dog, one occupying a full page? The only possible sentence is "The dog ran," yet it involves phonic difficulties. For instance, th a digraph, the sound of e in "the," the sound of g hard, yet these sounds are practically unavoidable, and the slight objections to them are entirely counterbalanced by the usefulness of the words "the" and "dog." The sound of e in "the" is undoubtedly e long, its dubious character being entirely due to its obscuration by being unaccented. There has been much needless hair-splitting here. Let the sound be taught as e long, but let the word "the" be always unaccented, that is when it ought to be. The e in "desire" presents the same peculiarities.

The same remarks apply to the article "a." Its real sound is a long, as can be easily determined by accenting it, for

instance, in the following sentence "I mean a not the book." Whatever change of sound it has in other positions is because of obscuration from not being accented. To attempt to teach these obscurations is unnecessary, as well as impossible.

Again, in this lesson, the word "the" is to be taught as a whole without analysis, until the fifth lesson where e long is introduced. It is to be considered an extra unaccented syllable of the word it precedes. So also the article "a" introduced in Lesson III.

In presenting this first lesson, the teacher may he sitate as to whether to teach the sounds first, and with them form words, or to teach the words and by decomposing them teach the sounds. It matters little which process is first. The important thing is that both are faithfully taught. This is true, that failure in giving the pupils power to discover new words, the sounds being known, is more likely to follow when the words are taught first, for the reason that the words being known the necessity of the sounds to discover these words is taken away. Here is just the mistake of many phonic teachers, and the reason that they settle back upon the Word System, concluding it is not worth the while to bother with the sounds. teacher always remember that the sounds of the letters are to be used by the pupils to discover new words, and that after the first few lessons, a new word should rarely be pronounced by the teacher, until the pupils have first formed it with the aid of the known sound which it contains, and the unknown sounds if there be any, which the teacher may pronounce; and when a new word is pronounced first by the teacher it should be to give the pupils the enjoyment of discovering the sound of the new letter which it may contain.

Again let it be impressed, that the teacher, use both processes, never as a mere routine, but always to lead the pupils to independent discovery. The wire edge of curiosity should never be dulled by telling the pupil what he is (or should be) able and anxious to find out for himself. The passion for "hunting" should never go unutilized. Let the teacher lead the chase, but let the pupils "be in at the death" and have the satisfaction of dealing the mortal blows.

A very common objection to a new reader presenting a new system, is: If after old readers are changed for new, and old systems for better, it is found that from the incompetency of the teacher or other reasons the new systems can not be made practicable, the new books will be unavailable for the old methods.

There is some force in this as against *Phonetic* systems, but not the least as against the *Romanic*. On the other hand it is strikingly true that while a Naming-System reader cannot be easily adapted to any Sounding System, yet any text based on the *Romanic* System, such as the reader referred to above, is better adapted to the Naming Systems than a Naming-System reader itself, for the reason that whether he is taught the sounds or not, every pupil learns the secret that letters do stand for sounds before he reads independently, and, therefore, that selection of words which makes the letters most consistent, such as is made in every *Romanic*-System reader, will serve to diminish those difficulties of the pupil which the teacher ignores, and shirks even, by not teaching the sounds of the letters.

These few points and directions, which, it is hoped have been made more practical by referring to particular readers, are general in their application.

National Normal School,

HEBER HOLBROOK.

Lebanon, Ohio.

ENCYCLOPÆDIA BRITANNICA.

BY THE EDITOR.

It would hardly be proper to say that the conception of an encyclopædia is a happy thought, for what is now understood by a great encyclopædia has been a growth rather than the conception of any one man. The first works of this class were small volumes with a limited scope.

It is said that though "dictionaries limited to the explanation of technical terms, and particular sciences had long been common throughout Europe," yet, "the first professed attempt to bring the whole body of science and art into the lexicographic form, was made in the Lexicon Technicum of Dr. Harris." This work consisted of two large folio volumes, the first of which was published in 1704, and the second in 1710. This is the oldest of the encyclopædias in our possession. The following is the full title of the first volume of the work:—"Lexicon Technicum: Or an Universal English Dictionary of Arts and Sciences: Explaining not only the Terms of Art, but the Arts themselves. Vol. I. By John Harris, D. D., Secretary to the Royal Society, and Chaplain to the Lord High-Chancellor of Great Britain. LONDON: Printed for Dan. Brown, Tim. Goodwin, J. Walthoe, Job. Nicholson, Benj. Tooke, Dan. Midwinter, M. Atkins, and T. Ward. MDCCIV." Each volume of the work runs through the whole alphabet, thus making the second volume really a

supplement to the first. Leaving out all reference to the many other succeeding works bearing the name of encyclopædia or less accurately of cyclopædia, we come to that whose name stands at the head of this article.

The Encyclopædia Britannica was first issued in numbers, the first two being issued in December, 1768. The work was completed in 1771, in three volumes quarto, containing 2670 pages, and 160 copperplates. second edition was published in numbers, the first being issued June 21, 1777, and the last or 181st No., September 18, 1784, the whole making 10 volumes quarto, of 8595 pages, with 340 plates. The third edition was issued in parts beginning early in 1788. It was completed in 1797, in 18 quarto volumes of 14,579 pages, with 542 plates. A supplement to this edition was published in 1801, in 2 volumes quarto, of 1624 pages, with 50 copperplates. The fourth edition was begun in 1800 or 1801, and finished in 1810, in 20 volumes quarto, of 16,033 pages, with 581 plates. The fifth edition as a reprint of the fourth, was published in 1817, in 20 volumes quarto, of 16,017 pages, with 582 plates. A supplement in half-volume parts was begun in December, 1816, and completed in April, 1824, making six volumes quarto of 4933 pages, 125 plates, 9 maps, containing the three famous dissertations of Dugald Stewart, Playfair, and Brande. The literary work on this supplement which consisted of 669 articles, cost over \$45,000. The sixth edition of the encyclopædia "revised, corrected, and improved," was completed in half-volume parts in May, 1827, in 20 volumes. publication of the seventh edition of twenty-one volumes quarto, (with index of 187 pages), of 17,101 pages, and 506 plates, reset and stereotyped was begun in March, 1830, and completed in January, 1842. The eighth edition of this work 1859-1860, in 21 volumes quarto (with index of 239 pages, 1861) contained 17,957 pages, 402 plates, and numerous woodcuts:

We believe there is no encyclopædia in the English language that has the standing of the Encyclopædia Britannica. A copy of the eighth edition just referred to has been in our possession since 1863, and we have learned to appreciate its great merits. We estimate that it would take about 140 volumes of 300 pages of the size of this page, printed from type of the same size, to equal the matter contained in the eighth edition. It is useless to state the fact that the longer articles in it, in some cases equivalent to elaborate treatises, have been prepared by eminent scholars and scientists, of whom there were 341 mentioned by name. Many of these authors have a world-wide popularity among whom may be mentioned Sir John Herschel, Macaulay, De Quincey, Dugald Stewart, Sir John Leslie, Sir Wm. Hamilton, Sir David Brewster, Archbishop Whately, Chevalier Bunsen, Whewell, Lord Jeffrey, J. R. McCulloch, James Mill, Ricardo, Bagehot, Playfair, Dr. Thos. Young, Latham, Merivale, Squier, Edward Everett, Hazlitt, Mackintosh, etc.

A great amount of time is wasted by ill-advised reading, or rather by reading that has had no intelligent direction. Young men who are ambitious to become scholars often spend a great deal of time in reading books that are not the best of their class, and after a great expenditure of time and money find that a surer road to the goal sought lies in a direction that they have hitherto not known. The best place to get accurate

information is at original sources, and when these cannot be reached the next best thing is to read those authors that have had access to these sources, and who have aimed to restate the facts in a scholarly or critical way. A good encyclopædia suggests the best lines of study. This important function of such a work is selfom mentioned.

It may be asked whether the Encyclopædia Britannica is a trustworthy work? To this it may be replied that like all human productions it has its imperfections. These imperfections originate in some cases from a reliance upon untrustworthy sources of information, incorrect impressions of authors, clerical oversights in the preparation of copy, and finally the mistakes of printers. It is practically an impossibility for a work of such magnitude to be made perfect. The marvel lies in the fact that this great work is disfigured by so few blunders or mistakes. The printer's blunders are generally, though not in every case, self-correcting. We doubt whether there is any large encyclopædia in existence that contains so few mistakes of any kind as the Encyclopædia Britannica. The persons who are waiting for a perfect work of this kind to be published before purchasing one will save all expenditure in this direction.

Our purpose in writing this article is not to compare the *Encyclopædia Britannica* with other encyclopædias, which have their distinguishing features good and bad, but to call attention to the ninth edition of the work now going through the press, ten volumes of which have already appeared. While a great portion of such a work remains of permanent value, the progress of science, of history, and discovery makes many former elaborate articles imperfect. We have heard it stated, we know not with what accuracy, that the publishers of this ninth edition expect to expend before the completion of the twenty-one volumes more than two million of dollars in the payment of authors and printers.

The ninth edition is appearing with four different title-pages, the English trade edition bearing the imprint of A. & C. Black, of Edinburgh, the proprietors of the work, the American edition bearing the imprint of Little, Brown & Co., of Boston, they being the American agents for the sale of the work in this country, a subscription edition bearing the imprint of Samuel L. Hall, New York, and an American reprint bearing the imprint of J. M. Stoddart & Co., of Philadelphia. All these except the last are printed in Edinburgh, under the direction of the Messrs. Black. The sheets with the imprint "Little, Brown & Co." are no doubt sent to Boston for binding, while the subscription edition with the imprint of Samuel L. Hall, is sent for binding to Charles Scribner's Sons, the responsible American importers of this edition. The Edinburgh trade edition and the Boston trade edition of Little, Brown & Co., are identical as to print, paper, and margins. The New-York subscription edition of Charles Scribner's Sons, with the imprint of Sam. L. Hall, is identical with the Edinburgh trade edition so far as print is concerned but not in paper or margins, the paper being slightly thinner and the margins narrower. The Edinburgh and Boston trade editions have a wide lateral margin of 38 millimetres, which in the subscription edition is reduced to 20 millimetres. The margin in the American reprint is slightly less, that is, 18 millimetres. The width of the columns in the

reprint are 73 millimetres, but in the original they are 81 millimetres, the length of the pages being essentially the same.

If one wishes to purchase the Encyclopædia Britannica which of the four issues shall he buy? In answer to this question we say that if he wants a wide-margin edition he will be compelled to purchase the Boston or Edinburgh trade edition. If he prefers a narrow-margin edition on account of diminished weight or diminished price he must purchase the New-York edition or the Philadelphia reprint. We believe the prices of the narrow-margin editions are the same. The broad-margin editions cost several dollars more a volume. In order to secure a basis for decision between the New-York edition and the Philadelphia reprint, let us make some comparisons. We have before us the first nine volumes of each. Although the reprint has a slightly narrower page, volume first contains only 798 pages, while volume first of the New-York edition contains 908 This shows that the size of the print in the latter is larger than that in the former. This is an important consideration to the near-sighted or those having failing eyes, or those who may be compelled often to consult the work in rooms imperfectly lighted.

Another difference in these editions is in the plates or cuts. The reprint is a close approximation to the original, but the process of reproduction, probably photo-lithographic, does not yield identical results as to shading, coloring, or size. The shading in the reprint has not generally the delicacy of the original. This is apparent at a glance. We have tested with the dividers the size of many of the cuts, and in no case have found them identical.

In the "original" edition, there is a plate with diagrams carefully prepared upon a certain scale. In the reprint the mode of reproducing has been such that the diagrams are larger, the reprint calling a certain line an inch which is about five per cent more than an inch. It is strange that in this case at least complete accuracy of reproduction was not aimed at, since it could readily have been attained.

It may not be amiss to make some general statements as to reprints. We leave out of the question the moral phase of the subject which bears upon the moral right of a publisher to republish a work copyrighted in another country, when it is done without the consent of the original publisher. Such things are done. They are, however, severely condemned by those who favor international copyrights. Our purpose is to refer to the difficulty of accurate reproduction.

Every one familiar with the secrets of a printing-office knows that it is next to impossible to reproduce a work without making typographical mistakes. The fact is forcibly shown by the experience of those who have republished mathematical tables. It is true that a novel or ordinary work may be reprinted and answer as good a purpose generally as the original, but when a work contains much scientific matter written by specialists the difficulty is far greater. The attempt to reprint such a work as the Encyclopædia Britannica surpasses immeasurably any previous attempt in reprinting. It must be candidly stated that the reprinters have displayed very great skill, but the task was too great for complete success to be expected in the way of reproducing the original verbatim et literatim

et punctuatim. It might be supposed that the reprint would be an improve ment on the original in the way of giving an opportunity for the correction of oversights in the original. This is true to a limited extent, but when we remember that the rapidity with which competition with the original compels such works to be printed this advantage is reduced to a minimum. A few glaring oversights may be corrected, such as the reader of the original could easily correct himself, but there is a strong probability, indeed we may safely say a certainty, that more mistakes by far will be made in the attempt at reproduction than will be noticed in the original. It is this fact that makes all critical readers prefer an original work to a reprint of it. When a doubt as to the accuracy of a statement or formula arises the question comes up, is it so in the original? It is far better to run the risk of the original mistakes than to reprint a work with the hope of detecting and correcting them. In straining out the gnat the camel may be swallowed. In an original work the printed matter generally passes under the double inspection of proof readers and authors, while in a reprint it generally passes only under the inspection of proof readers. We should prefer a reprint that copied the mistakes of the original and corrected them by special footnotes to one that made corrections without giving notice where they were made. But a reprint does not correct all the mistakes of the original, but only the most obvious, and not even all of them. There is a striking illustration of the failure both to reproduce accurately or to correct fully in the ninth volume of the American reprint. In a certain line there is a mistake in the original which may be either clerical or typographical. This the reprint corrects, but in the very same line makes another mistake which is not found in the original. We might refer at length to instances in different articles of numerous failures to reproduce the original with accuracy, but space forbids.* It may be proper to say, however, that our critical examinations have been made with nine volumes of the American reprint, ten volumes of the Hall or New-York, or subscription edition, and eleven volumes (two of vol. I.) of the Edinburgh trade edition before us. A comparison of all these editions shows us that it would be very easy for a person to mistake their relations to each other. Suppose one should take up volume first of the reprint and volume first of the Edinburgh trade edition, and should find in the reprint, as we do, no indexes at the end of the articles on "Agriculture" and "Anatomy," but should find such indexes in the original Edinburgh trade edition, he should not accuse the American reprinters of not printing from the original edition, because the two-copies of volumes first of the Edinburgh trade edition before us, differ in the same way. The explanation seems to be this, that the Messrs. Black after printing the first lot of volumes concluded to insert indexes after the longer articles, a very wise decision. The first

^{*}We may, however, take space enough to say that in less than ten consecutive pages of the latest issue of the reprint there are 88 instances of variations in the reprint from the original, and the errors thus made are not strictly typographical, but they have evidently grown out of a want of means to reproduce the original. It may be stated, that these inaccuracies in the reprint are such as would vex a scholar familiar with the subject discussed.

impressions of the American reprint were made from the first impressions of the original, and therefore agreed in this respect with them.

We have said that the Hall edition is printed by the Messrs. Black from the same plates from which they print their Edinburgh trade edition. We have the authority of the Messrs. Black and of Charles Scribner's Sons for this statement, but we have carefully verified it by a critical examination.* Some persons, however, have suspected that this statement is not true. For instance the cuts in the Hall edition and the Edinburgh trade edition are not, in some of the plates, at the same distance from each other. The cuts themselves are the same but are merely differently placed to suit the page of less margin, in some cases being a little closer together and in others a little farther apart.

Again in comparing one article in the reprint and Hall's edition, we found eleven differences, and supposed these were all typographical errors in the reprint, but a closer examination revealed that only five of these differences were typographical errors and that the six remaining differences were agreements with the Edinburgh trade edition. How is this fact to be accounted for, if the Hall edition is printed from the same plates as the Edinburgh trade edition? On examining these six differences we found the Hall edition right and the Edinburgh trade edition wrong. The explanation is evidently this. The volume of the Edinburgh trade edition in which the article in question is found is dated 1877, and that of the Hall edition 1878. The mistakes were evidently discovered by the publishers and corrected in the plates before the printing of the Hall edition, so that future issues of the Edinburgh trade edition will agree with the subscription or Hall edition. We quote the following from the first paragraph of the editor's (T. S. Baynes) advertisement (dated Jan. 1, 1878) to the Hall edition:- "In issuing this edition of the Encyclopædia Britannica, two objects have been kept mainly in view.—in the first place, to secure perfect accuracy of reproduction; and, in the second, to do this at a cost so moderate as to place the work within the reach of the public at large. These ends have, it is believed, been attained in the edition now offered to the American people. To secure absolute correctness in the reproduction both of letterpress and illustrations, this work has been printed from the original stereotype plates of

^{*}The following printed letter ought to satisfy all doubt as to the fact that the Hall and the Edinburgh trade editions are printed from the same plates.

⁶ NORTH BRIDGE, EDINBURGH, October 1, 1878.

"We beg to state that the volumes of the ENCYCLOPÆDIA BRITANNICA, ninth edition, bearing the name of Samuel L. Hall on the title-page, are printed by us from the original plates of the English edition, and that they are supplied by us to Messrs. Chas. Scribner's Sons, New York, for subscription sale in the United States and Canada. Any alterations that may be made in the plates are in the way of necessary correction of errate and such like, and are made under the supervision of the Editor. The plates of both the English and the Subscription editions are the same."

A conv of this printed letter was a supplied to the supervision of the plates of the supervision of the supervision of the same."

A copy of this printed letter was sent to the Messrs. Black of Edinburgh, with a request to state whether the letter was genuine. We have the manuscript letter in reply before us. It is as follows:

EDINBURGH, Jany. 10, 1880.

DEAR SIR:—In reply to your favor of the 26th of Dec., we beg to say that we confirm in every respect our letter to Messrs. C. Scribner's Sons, of Oct. 1, 1878, relative to the Encyclopædia Britannica, and which has been printed it reirculation.

Believe us, Sir, Yours very truly, A. & C. BLACK.

the English Edition. In all essential respects, therefore, the work as issued in the two countries is the same." This means as a matter of course that the same plates are used and that after a correction is made in the plates all future editions, whether of the trade edition or of the subscription edition will contain the correction.

We have been thus specific in these last statements because we have received frequent inquiries as to encyclopædias, and the above is a partial answer to some of the questions asked us. Every High School of any standing as well as every college ought to own a copy of the Encyclopædia Britannica as a work for reference and study.

THE QUINCY METHOD.

The 51-page pamphlet of Chas. F. Adams, Jr., of Mass., containing three papers, the third of which is entitled "The New Departure in the Common Schools of Quincy," has attracted a great deal of comment, and revealed the fact that there are schools in the country that have for years adopted plans which the newspaper reporters have ignorantly considered as new at Quincy. The following letter dated Oct. 14, 1879, at Quincy, Mass., addressed to Oliver Arey, Principal of the Cleveland Normal School, shows that Mr. Parker himself has not set up any false claim.

Otiver Arey, Esq.:

DEAR SIR: Your note of the 12th inst. is at hand. It affords me great pleasure to inform you that the so-called and miscalled "Quincy Methods" were obtained or first seen by myself in operation in the Cleveland schools. I was then a teacher in Dayton, Ohio, and entirely dissatisfied with the work done there, I set about its reform. I visited Cincinnati and Cleveland; and in both cities, especially in the latter, I got the suggestions which started me off in better work. I saw in your city freedom in primary classes, grouping the little ones into small classes, script-work on the blackboard, and LIFE.

I was fortunate enough to be one of the beginners of this work in New England—hence the talk. I claim nothing new whatever. I give my teachers freedom, and let them work out their own salvation. I hold the Cleveland schools to be, if they have gone on in the same way, which they must have done, under the best Superintendent in the United States—Rickoff—the best in the country. You can learn nothing in Quincy.

I hope at no distant day to visit Cleveland, and see all the good things you have. I regret to say that I have no copies of Mr. Adams's little pamphlet remaining. They may be obtained of Estes & Lauriat, of Boston, Mass. Yours truly,

FRANCIS W. PARKER.

OFFICIAL DEPARTMENT.

Conducted by the Hon. J. J. BURNS, Columbus, Ohio.

There has been some discussion as to the action of Sec. 4085 of Revised Statutes quoted in a former note to the Monthly. Section 13, however, sets the matter at rest, and acts as a saving clause upon the terms of incumbents when the law took effect. If one of these causes of legal disability created by the statute should arise after Jan. 1, 1880, the officer thus holding illegally should be removed. In the mass of new matter for examination, I confess that this section 13, so many hundred pages away from the school title, had not met my eye when I wrote my former note.

EDITORIAL DEPARTMENT.

THE volume of the National Educational Association is in the hands of the binder and will be ready for delivery probably within two weeks. Copies will be mailed to members. Others can secure copies by sending to us \$2. The work contains 283 pages octavo, printed from brevier type (this page is printed from brevier type). The last thirtyfive pages contain the proceedings of the Spelling-Reform Association printed in reform spelling. The proceedings of the National Educational Association proper contains more than two dozen papers and addresses. One thousand copies of the work have been printed, and five hundred of them will contain the proceedings of the Department of Superintendence in Washington, in 1877 and 1879, thus adding about 200 pages to the book. These last proceedings were published by the Bureau of Education. We succeeded in getting only 500 copies for binding in with the Philadelphia proceedings. We hereby tender the thanks of the members of the National Educational Association to Commissioner Eaton for furnishing us what copies he had left undistributed. The fuller volumes also contain fourteen pages devoted to the Proceedings of the Conference of the Presidents and other Delegates of the State Universities and State Colleges, held at Columbus, Ohio, Dec. 27, 28, 1877.

—WE take pleasure in calling attention to "The Lectures read before the American Institute of Instruction at Fabyan's, White Mountains, July 8-11, 1879, with the Journal of Proceedings Published by order of the Board of Directors." Eighty pages are devoted to the proceedings and 167 to the Lectures, of which there are ten. They are as follows:—Oral Teaching, J. W. Dickinson; The Education of Girls, Nathan Allen; How Teaching may become a Profession, Edward Conant; Extremists in Education, A. C. Perkins; Educational Journalism, C. C. Rounds; Eclipses of the Sun, C. A. Young; The Place of the Study of Latin and Greek, W: T. Harris; Aspects of Greek and Latin study and Teaching, J. L. Lincoln; Teaching Numbers, G. A. Walton; Piece-Work, John Hancock. Send as we did \$1 to the Hon. T: W. Bicknell, 16 Hawley St., Boston, and get a copy. We have the volumes of the American Institute for 1844 to date, with two or three exceptions.

—We congratulate the Indiana School Journal on its entry upon its 25th volume. We are glad to learn of its continued prosperity, Mr. Bell saying that last year it did better pecuniarily than in any preceding year except one, notwithstanding the vigorous competition with which it had to contend.

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[—]WE call especial attention to those interested to a bill on the first page of advertising matter, and trust that remittances will be promptly made.

——All teachers and students of Latin will be glad to know that the March number of this *Monthly* will contain an article giving a classified list of Latin idioms, prepared by Prof. L. S. Potwin, of Western-Reserve College.

——It does us good to receive such a letter as that from which the following is an extract. We publish it at the risk of reproof. It contains thoughts that are too good to be kept. The writer is a lady, and one of the most prominent of Ohio's teachers, and we hope hereafter will appear over her own initials in our editorial pages.

"From my school-work to-day I learned some lessons which may be of use to others. I was examining letters from my B class in composition, and I derived from them pleasure, comfort, and valuable information. They were real letters addressed to me; and after I read them and found how grateful my boys and girls were for what I had done for them, I felt that the school teachers' reward is no small thing.

Let me quote from one of many:

'At one time nothing interested me which was not very thrilling. I liked things buried in deep mystery, stories closing with death-bed confessions. But when you became my teacher, your influence over me was so great that I began to read good books to please you, and the more I read the more I liked that kind of reading. I can never thank you enough for the good you have done me, yet I think the best way to show my thankfulness will be to do all the good reading I can, and in part make up for lost time.'

If it were not that I must not trespass too much upon your time, I should like to tell you what books my boys and girls have been reading in the last few weeks. From these letters I also learned that a good way to get our pupils to read a book is to give them a taste of its good things, which will tempt them to seek it again. Last week I read a chapter from the author who was the subject of that day's literature lesson, and I find from my letters to-day, that six of my pupils have already finished the book.

Some of my pupils gave me glimpses into their home life, which will make me more patient, more loving, towards those who are struggling bravely to obtain an education. In a large school we cannot have that personal contact with all our pupils which is so desirable. Do you not think that such letters will serve to help us in studying our pupils?

I enjoyed our talk on educational matters at Cleveland so much that I have often longed since for such another opportunity for conversation. It seems something like hearing from you to read the Monthly, but you know a woman likes to "talk back"; therefore, I have written you this letter. Some time when I am not so busy I will send you some of my "best condensed thought," if you wish it. Perhaps it will interest you to know that we have now four teachers in our High School, and that the school is large and prosperous. On Christmas evening I invited the classes of '79 and '80 to my home to a Dickens party, and we had a merry happy time.

This letter reminds me of a dinner of scraps; but, perhaps, in the great variety there may be something to your taste. Wishing for you and our Monthly the success richly deserved, I am

Your friend," etc.

——What is the reason that schoolmasters seem so averse to the use of humor in their written productions? I suspect it is because they have the notion that fun isn't quite dignified enough for their profession. But there must be some mistake here. Men of the highest genius, with rare exceptions, have had a large share of the humorous in their composition,

and have had no hesitancy as to its expression. Indeed it may be questioned whether humor is not always an essential element in that power and all-sidedness which men call genius. No other profession is troubled with that uncomfortable solemnity that pervades the teacher's whole being when he takes his pen in his hand to instruct his fellows. How barren of ornament and lacking in juice is his style; how grammatical and strait-laced are his sentences! We hear a good deal about the duty of teachers to take and read educational journals (I think I can remember occasions when the Editor of the Monthly has indulged in remarks of a like tenor); now might not a change in the food served up to us in these journals improve matters, somewhat, and that which is now done as a sad and perfunctory duty, be done as a pleasure. In other words, may not some of the blame for the limited amount of educational reading in our profession (if we dare to call it a profession) belong to those who write, and not all of it to those who should read? It may, however, be objected that educational journals have a serious purpose, and no space for fun. True, not for fun as fun simply. But wouldn't your solid, logical articles, crammed with facts and bristling with points, be just as wholesome and improving, if they had a broad streak of the sunlight of humor flowing across their pages? to say nothing of the increased likelihood of their being read. Such articles genial, mirth-provoking, and yet having four times the practical value of the ordinary dryasdust kind, under the head of A Visit to the Altisonant Institute, your friend Harvey-long may his name endure in the land-many years ago contributed to your journal. Suppose you advise some of your best contributors to give this thing a trial.

And while my hand is in in fault-finding, let me say a word about subjects. Wouldn't a little freshness in this direction make professional reading matter more palatable? For my part when I take up an article beginning thus: "Education is not a pouring-in process; the word is derived from educo, which means to draw or lead out, etc., etc., I lay it down gently and quickly. Having had this precious information paraded before me many hundred times, it has measurably lost its interest. I was present some time ago in a Sunday-School Conference. Several of the brethren had had their say on the subject under discussion, when—a lull having occurred—the presiding officer called out: "If any brother has anything to say on this subject that has not already been said, let him speak; otherwise we will proceed to the next topic." I don't suppose it would be possible to inforce such a rule as this at once strictly, but a movement towards it might be made with profit.

Y.

[—] Where shall the Ohio Teachers' Association meet? This question was discussed at Columbus the last week of 1879 by the Executive Committee of the Association and educational gentlemen present. The Ohio State Journal reports the views of the gentlemen present, from which we gather that J. M. Goodspeed favored Put-in-Bay of blessed memory, that John Hancock gave the good points of Chautauqua and also of Dayton, that Reuben McMillan and E. F. Moulton favored Chautauqua and J. J. Burns, A. Schuyler, and C. W. Oakes, Lakeside, that A. H. Tuttle, H. M.

Parker, J: P. Patterson, B. A. Hinsdale, and Alston Ellis, did not favor going out of the State, the last named putting in a plea for Columbus. If we are to go to an interior town we favor Dayton, for every teacher should see the National Soldiers' Home, which is the great attraction of the place. If we are to take an excursion out of the State for one year not as a precedent but for once alone, we favor Chautauqua. If a new hotel shall be erected at Put-in-Bay, thus giving ample accommodations we say go to Put-in-Bay. Lakeside we know nothing about. Of those who visited it last summer some have reported against it and some for it. We suppose the committee will in due time come to a decision. We shall dislike to see any feeling on the subject. We suggest a compromise between the Lakesidists and Chautauquaists, that if the former will agree to take an excursion to Chautauqua this year the latter will agree to vote for Lakeside for the two following years.

Are we not in just a little danger of running to extremes in our advocacy of what we call language culture? You know President Eliot holds this as the sum and substance of all learning. Every body is talking and gesticulating on this theme; and pretty much all the so-called practical papers, introduced into our educational meetings of late—whatever their heading—come out at this hole. It is hard to draw anything out of an empty jug; and may it not be well to remember that we should know something to talk and write about before we begin to talk and write? It makes precious little difference whether a man who has nothing to say says it in one or four languages.

-— In a late trip through the country one school-house attracted our attention on account of the beautiful evergreens which stood in the front yard. It was the only cheerful spot in that bleak December landscape. Even in summer the large majority of the district school-houses offend the eye with their brown desolation or sepulchral ghastliness. How many teachers will close the winter term with a tree-planting? If the community become interested in the matter the school-house may be surrounded with trees without expense to the teacher. However Richard Grant White may condemn the use of the word, we say, "inaugurate" such a movement and raise yourself a monument more lasting than brass.

M. R. A.

——Belchertown, Mass., has given a good example of regard for law in spending seventy dollars to secure the payment of two. When law has been violated no necessary expense should be avoided in securing the punishment of the offender.

M. R. A.

^{—:} The following, which is a part of a private letter to us from J. H. Lehman, Superintendent of the Public Schools of Canton, Ohio, under date of August 25, 1879, is a matter of public interest, and is therefore published for future reference.

[&]quot;After reading reports of Philadelphia meeting I have concluded to send you a brief statement in regard to character and callings of the graduates of the Canton

High School. During the year 1877-8 I endeavored to learn the whereabouts and occupations of all the alumni of the High School. I did this at that time chiefly for the purpose of making a report at the commencement exercises with a view of convincing the local opposers of High Schools that a grand and good work had been done in the past by the Canton High School. I succeeded in getting definite information of all but a few. All are engaged in honorable pursuits in life. The young men became lawyers, editors, ministers, bankers, merchants, farmers, manufacturers, some are employees in banks, clerks in stores, several entered the army-one died there, one entered the U.S. N. A. at Annapolis, Md., and several have not yet chosen any pursuit. Some have already become prominent in their professions. More are engaged in the banking business or are employees in banks now, or were so engaged in the past than in any other department of business-None so far as I can learn have ever been under arrest for disturbance of the peace, the commission of any crime, or the violation of any law. About one-half of the young ladies became teachers-most of them being employed either in the past or at present in the Canton schools. More than two-thirds of the ladies now employed in our schools are graduates of the Canton High School.

EDUCATIONAL INTELLIGENCE.

- —The Morrow-County Sentinel contains an educational column.
- ——Read our advertisement of Dr. Tourjée's third Educational Tour in Europe.
- ——The school-book question is still agitating the Board of Education in Columbus.
- ——The next commencement at Otterbein University, at Westerville, Ohio, will take place June 3.
- ——An educational column was started in the Butler-County (Ohio) Democrat, Nov. 6, 1879. It is edited by I. S. Coy.
- ——CANTON last month took possession of a new school building with six grades, four Primaries and C and D Grammar.
- —There are eight teachers in the Richwood (Ohio) Public Schools. There are 38 pupils in the High School and all are studying Latin.
- ——In May the Examiners of Fayette County intend to hold a two-days' examination for those who aspire to a three-years' certificate.
- ——The ninth edition in 88 pages of the Advertising Hand-Book of T. C. Evans of Boston, Mass., appeared recently. It is decidedly neat.
- ——WE have received "The Academy Journal" published in the interest of the Gallia Academy, Gallipolis, by Henry Collins, A. M., Principal.
- ——In our notice of Goodwin's New Greek Grammar last month we omitted "mailing price, \$1.70, introduction price, \$1.20, exchange price, 90 cents.
- ——WE take pleasure in calling attention to the card of Pres. B. A. Hinsdale. He has recently published a 200-page work entitled "Ecclesiastical Tradition."

- —The winter term of the Ohio Central Normal School opened with an increased attendance and a prospect of soon reaching a larger attendance than ever before.
- —According to a report made Oct. 20, to the Cleveland Board of Education about 200 parents or guardians in Cleveland were violating the compulsory education law.
- ——The Kent Bulletin of Dec. 20, 1879, contains the questions in Rhetoric and English Literature used by Mr. A. B. Stutzman in the examination of the High School that week.
- ——"The School Visitor" is the title of a new 8-page octavo periodical published at Ansonia, Ohio, by J. S. Royer. It is devoted to the study of mathematics and English grammar.
- ——The 64-page pamphlet giving the programs and itineraries of Cook's Grand Excursions to Europe, 1880, can be had for 10 cts. of Thos. Cook & Son, 261 Broadway, New York, N. Y.
- ——"THE Western Educational-Journal" is the title of a little monthly just started at Chicago, by J. Fred. Waggoner, at 50 cts. a year. It is intended as a kind of trade or school-supply journal.
- —The first number of the Musical Herald has made its appearance. A young lady of sixteen to whom we showed it became very indignant at what she considered its supercilious criticisms of music.
- —A Canal-Dover newspaper says that the questions submitted in writing at a recent examination of the public schools in that place filled nearly 150 foolscap pages and the answers to them over 4000 pages.
- —Ar the December examination of the schools in Kent, A. B. Stutzman selected 50 words for each school from the readers, geography, history, and other subjects studied by the pupils, and 160 got 100 per cent.
- ——The enrolment in the Newark (Ohio) High School is 128, larger than ever before. Twenty thousand dollars are already in bank for a new High School building to be built probably in 1883, or possibly next year.
- ——"The Fayette Republican" calls for less geography and arithmetic in the Primary Grades and more reading. A suggestion worth consideration. Training in English is now prominent in the schools of Washington C. H.
- —There are about 225 pupils enrolled in the six departments of the Woodsfield (Ohio) Public Schools. The High School has 33 pupils, twenty-six of whom are studying Latin. The graduating class has seven members.
- —We acknowledge the receipt in printed form of the questions in Physiology, Penmanship, Arithmetic, Geography, Algebra, and Grammar, used Dec. 17, 18, 19, 1879, in the examination of the High School of Newcomerstown, Ohio.
- —"Normal School Visitor" is the title of a 4-column 4-page monthly published at Millersburg, Ohio, in the interest of the Normal School. Price 12 cts. a year. Editor, W. E. Hoyer. Thanks for an excellent notice of the Ohio Educational Monthly.

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- A Joint session of the teachers of the counties of Lucas and Wood was held at Perrysburgh, Dec. 21, 1879.
- —THE number enrolled at the last session of the Fulton-County Teachers' Institute was 166. The report sent us failed to give this item.
- —The Oberlin Weekly News of Jan. 9, 1880, contains the paper read at the last meeting of the Northeastern-Ohio Teachers' Association by H. J. Clark, Superintendent of the Public Schools of Oberlin, on the life and labors of his predecessor, the late H. R. Chittenden.
- —The enrolment in the High School of Wellington, Ohio, was in the fifteen weeks ending Dec. 19, 72. This is more than in some towns with double the population of Wellington. Twenty of these students were non-residents. The per cent of attendance was 99.2.
- ——It is said that the prospect of the Lakeside Summer Schools are growing brighter every day. A Language School, a Science School, an Elecution School, an Industrial Drawing School, a Psychological School, a Biblical School, and a Normal School are in contemplation.
- —The Schools of Fremont were highly complimented in the Messenger in a letter from Virgil A. Pinkley under date of Toledo, Jan. 5, 1880. Among other complimentary things he said, "In no place, large or small, have we seen so large a per cent of teachers elected for life."
- ——"THE COUNTRYSIDE" is the title of a new 3-column 20-page monthly periodical just started at Jamestown, N. Y., by C. E. Bishop & Co., at \$1 a year. It is "devoted to the country homes, country industries, and country schools of Western New York and Northwestern Pennsylvania."
- —The previously-announced program for the meeting of the Warren-County Teachers' Association, at Waynesville, Jan. 24, was as follows: Educational work; "Early Knowledge," D. W. C. Jack; "Arithmetical Science," J. D. Davis; "Why so many Teachers fail," J. W. Mackinnon.
- The Hamilton-County Teachers' Association met in Cincinnati, January 10. H. J. Disque spoke on "Penmauship," A. B. Johnson, on "Declamations in our Schools," which was discussed by J. B. Peaslee, and Hon. J. J. Burns delivered an address which the Gazette called "admirable."
- —WE have received the program of the exercises of a society connected with the Piqua (Ohio) High School of an entertainment given Dec. '19, more than half of which consisted of chemical experiments made by the pupils. There were sixteen such experiments. These entertainments are said to elicit considerable public interest.
- —The Antiquarian formerly edited by the Rev. Stephen D. Peet in Ohio is now edited by the same gentleman at Clinton, Wis. It is published by Jameson and Morse, Chicago, Ill. No. 2 of volume II, for Oct. Nov., and Dec., 1879, contains 94 pages filled with much interesting matter. The leading article is on the Mound Builders.
- —A SPECIAL meeting of the Department of Superintendence of the National Educational Association will be held in Washington, D. C., Feb. 19, and 20. The program provides for papers, etc., from numerous promi-

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nent educationists. A preliminary meeting will be held at the Ebbitt House, Wednesday evening, Feb. 18. Ebbitt House rates \$2 to \$2.50 a day.

- ——The previously-announced program of the meeting of the Fayette-County Teachers' Association at Bloomingburg, Jan. 17, was as follows: Address, E. H. Mark; "Kindergarten Culture," Ruth Eastman; "Object Lessons," M. L. Dickey; "The Globe and its Uses," J: P. Patterson; "The Metric System," A. G. Marshall; "The Teachers' Mission," W. H. Stokesbury.
- —The previously-announced program of the Holmes-County Teachers' Association for its meeting in Millersburg, Jan. 31, was as follows:—"Reading," Miss C. A. Morse, discussion to be opened by A. Johnson; "School Government," E. A. Uhl, discussion to be opened by W. M. Burklew; "Teachers' Rights," W. E. Hoyer; "Arithmetic," A. Johnson.
- —It is said that at an examination of teachers held at Cortland, Trumbull Co., Ohio, one of the examiners, an editor, asked a young lady after she had read a portion from the lesson on "The Monkey," as the last of a series of model questions, "How many toes has the monkey?" The young lady instantly replied, "Pull off your boot and stocking and I'll count them." So says a Youngstown paper.
- ——WE are indebted to the Hon. J. J. Burns for a bound copy of the Ohio School Laws comprising sections 3885 to 4105 inclusive; also sections 354 to 366 inclusive, relating to the School Commissioner from Part I, Title III, Chapter 13, of the Revised Statutes. The appendix of 72 pages contains forms and instructions and index. Mr. Burns has added footnotes of rulings, decisions, etc.
- —A COUNCIL of Normal-School men was held at Ann Arbor, Jan. 2, 3, 1880. George P. Brown, E. C. Hewett, Joseph Estabrook, W. H. Payne, and Professors Bellows, Putnam, Lodeman, McLouth, Vrooman, and George, of Ypsilanti, Sup't. Perry and Prof. Hennequin, of Ann Arbor. The council adjourned to meet at Put-in-Bay the third week in July the Cate of meeting to be fixed by Messrs. Brown and Payne.
- —The Teachers' Association for Oxford Township, Guernsey County, met at Bridgewater, (date not given). Mollie Stout conducted a reading class, after which the circumflex was discussed, Adjourned to meet Jan. 10, at Valley, E. A. Farrell, W. B. Lee, G. H. Stout, J. W. Hackly, Mollie Stout, S. C. Carter, T. S. Rosengrant, C. E. Berry, J. M. Hauer, G. A. Boyce, and J. W. Bortin, to read papers, essays, etc.
- —A BILL to amend Sec. 4030 of the Ohio School Laws has been introduced by Mr. Groom. It is House Bill No. 52. The amendment consists in adding these words:—"But no pupil in said schools shall be required, against the wishes of its parents or guardian, stated in writing to the board of education, to pursue any study other than orthography, reading, writing, arithmetic, geography, English Grammar, and United States History." The passage of this bill cannot fail to cause trouble or interfere seriously at times with school arrangements.

—A TOWNSHIP school meeting was held Jan. 9, at Possum Schoolhouse, Springfield Township, Clark Co., Ohio. J. A. James discussed "Advanced Reading," Miss Gustin, "Primary Arithmetic," and J. T. Tuttle, "School Government." The subjects were all discussed with spirit. Adjourned to meet at Rockway, Feb. 14, at which time T. Davis is to discuss "Cube Root," A. E. Taylor, "Writing," Lizzie Crossly, "Grammar and Analysis," and Miss Boyd and Miss Taylor to conduct class exercises.

—The growth of the Public Schools of Columbus for the last ten years has been remarkable. The following is the report for the week ending Dec. 19. Enrolment, 7143, boys 3484, girls 3659; average enrolment 6548.9, boys 3189.5, girls 3359.4; average daily attendance 6173.2, boys 3012.4, girls 3160.8; average daily absence, 375.7, boys 177.1, girls 198.6; per cent of attendance 91. High School, 510, 1st class 229, 2d class, 121, Juniors, 90, Seniors, 70; Grammar Schools, 2066, A 369, B 438, C 567, D 692; Primary Schools, 3927, A 870, B 891, C 929, D 1237; grand total 6505, teachers, High-School 14, Grammar-School 52, Primary 75, Special 2; total 143.

—A VERY pleasant meeting of teachers from four townships was held at Scrabble School-house about 4 miles from Salem, Jan. 3. Participants, U. M. Chambers, W: D. Henkle, S. B. Shreeve, and T. W. Phillis. Adjourned to meet in Guilford, Jan. 17, performers to be A. W. Travis, Mary White, Leonard Winder, J. C. Benedict, G. E. Randals, I. P. Hole, W: D. Henkle, Harvey Mason, John Chambers. We were not present, as the roads were almost impassable, and have had no report as yet, of what was done. Another meeting was also fixed for Jan. 31 (changed afterwards to Feb. 7,) at Fairview School-house three miles south of Salem.

—The course of lectures at the Ohio State University, beginning Jan. 13 and to continue three weeks provided for four lectures on "Geology and its relation to Agriculture" by Pres. Edward Orton; four on the "Chemistry of Plants" by Sidney A. Norton; four on "Meteorology" by R. W. McFarland; sixteen on "Agriculture" by N. S. Townsend; two on "Analysis of Soils and Fertilizers" by Nat. W. Lord; four on "Talking, Writing, Thinking," by Joseph Milliken; four on "Mechanism for Farms" by S. W. Robinson; eight on "Veterinary Anatomy and Physiology" by Albert H. Tuttle.

—The Medina Gazette of Jan. 16, says the enrolment in the Medina High School is 58, 23 boys and 35 girls, and average daily attendance 53, and the percent of attendance on the monthly enrolment 90. The average age of the boys is 17 and of the girls 16½. It makes the following comparison with neighboring towns. Per cent enrolment is of enumeration,—Medina, 75, Elyria, 58, Oberlin, 80, Ravenna, 73, Kent, 78, Akron, 67. Per cent of High-School enrolment is of whole enrolment—Medina, 22.5, Elyria, 12, Oberlin, 13, Ravenna, 11, Kent, 11, Akron, 10, Norwalk, 6. Per cent daily attendance is of monthly enrolment—Medina, 96, Elyria, 93, Oberlin, 92, Ravenna, 97, Kent, 90, Akron, 96, Norwalk, 88. The paper does not say whether these comparisons are for the same month. The Kent Bulletin of Dec. 27, gives the December per cent of attendance of the schools taken together as 96.

- —At a school entertainment given under the superintendence of F. S. Coultrap, in Nelsonville, Jan. 20, the receipts netted \$235, which will be used in the purchase of apparatus. One of the exercises was a lecture by W: Richardson, of Chillicothe, on the "Phenomena of the Sea."
- —The Lake-County Teachers' Association met in Painesville, Jan. 17. A paper by Alice E. Hurd on "Latin as a Help in the Pursuit of Study," was discussed by W. W. Gist, T. W. Harvey, and I. M. Clemens. J. H. Shepherd opened an animated discussion on requiring examination in additional branches to secure a certificate. Adjourned to meet in Willoughby the second Saturday in March.
- —The Ohio Central Normal School has recently secured Articles of Incorporation under the general law, with a State Board of Six Trustees. In view of this fact, and the recent organization of branch schools, it is thought best to limit the Summer Institute to four weeks, instead of six, with corresponding reduction in tuition, commencing June 28, 1880,—Supplementing Spring term—Alumni Institute July 19-23. Graduating day July 22.
- ——At the meeting of the Fulton-County Teachers' Association held in Delta, Dec. 13, J. E. Sater delivered an Inaugural Address, J. C. Struble discussed "Compound Proportion," Miss Huffman, "Reading," Mrs. S. E. G. Keith, gave a "History of the Fulton-County Schools," W. P. Cowan discussed "Annual Interest and Discount," and R. R. Davies gave the "Professional Measure," which was pronounced a treat to those present. Adjourned to meet at Springville, Jan. 31, 1880.
- —"AT a meeting of the State Board of Examiners held at Columbus Jan. 1, 1880, it was determined, 1st. That the number of questions on any one branch should not exceed ten. 2d. That General History should be an elective study. 3d. That Constitution or Government of U. S. and History of U. S. should be considered one branch. 4th. That the number of elective studies should be three. 5th. That candidates should not be examined on Theory and Practice. This reduces the number of required studies from nineteen to sixteen. The next meeting of the Board will be held at Columbus Dec. 28, 1880, commencing at 9 A. M. and continuing from day to day till the close."

 Chas. L. Loos, Secretary of Board.
- —WE give only a partial report of the meeting of the College Association at Columbus holiday week, gathered from the Columbus dailies of Dec. 31. Wittenberg College was admitted to membership. I. W. Andrews delivered an address on "What Knowledge of the Constitution and Laws of the United States should be required in order to graduate," and D. H. Moore, one on "Higher Female Education. "Papers were read by C: W. Super, ("Methods of Appointment in College Faculties,") D. A. Beach, ("The Reflex Influence of Teaching upon the Teacher,") and W. T. Gilman ("The True Relation of Secular and Religious Teaching in a College.") Adjourned to meet in Marietta. Officers elected:—Pres., Ed. Orton; Vice-Pres., Carroll Cutler; Treasurer, Prof. McFadden; Secretary, Professor De Vol; Ex. Com., Professors Nelson, J. B. Weston, and Judson Smith. The Association held its sessions in the Governor's office, the Congregational Church, and at the State University.

—The Third Congressional District Teachers' Association met in Hamilton, Jan. 17. The attendance was large. C. J. Albert read a paper on "Systems," and John Mickleborough, one on "Science in our Public Schools," which was discussed by T: A. Pollok. After a select reading by C: M. Williams, J: B. Peaslee spoke on "English Literature in our Public Schools," and was followed on the same subject by A. B. Johnson and John Hancock. Van B. Baker read a paper on "The Introduction of a New Era in Public Schools." "What are the Wants of Ungraded Schools" was discussed by L. E. Grennan and John Hancock. G. A. Carnahan, W. D. Gibson, H. Bennett, W. H. Stewart, and John Withrow, were appointed a committee to take steps to form a Southeastern Ohio Teachers' Association. Normal Schools and Local Option County Supervision were endorsed. Adjourned to meet at the call of the Executive Committee.

——"KNOX-COUNTY Teachers' Association was held Jan. 3, 1880, at Mud-Hill school-house, three and one-half miles southwest of Mt. Vernon. Owing to the inclemency of the weather, there were but few teachers present. Prof. Allbrittain delivered an interesting address on 'The importance of early training'; after which the Society entered into a lively discussion on grammar, and the disposition of difficult sentences. After, participating in a hearty repast, such as none others but farmers' wives can prepare, B. F. Morris gave his views of spelling, to which was added the experience of other teachers; after which Prof. Allbrittain gave his plan of teaching spelling without a spelling-book.

Next the question of 'monthly reports' was discussed. 'Reading' was then brought before the Society; after which Prof. E. P. Thayer delivered a highly interesting address on 'Higher Wages of Teachers.' Our monthly Associations are very interesting and beneficial. May they continue."

J. N. Sampson.

-The Southern Section of the Columbiana County Teachers' Association held its first meeting at Wellsville, Saturday, Nov. 29. The program was as follows: "Proper Incentives to Study," J. W. Quinn; "Geography," F. M. Hawley; "Penmanship," W. G. Martin; "Possessive Case," "The True Philosophy of School Government" being J. L. McDonald. offered for general discussion, some excellent remarks were elicited. C. Young, Esq., I. N. George, and others, participated in the exercises. Music was furnished by pupils of the Wellsville High School. The meeting was pleasant and profitable and was well attended. Time and place of next meeting, second Saturday in January at Alderlick School-house. At the second meeting H. F. Earsman spoke on the Relative, W. G. Martin on Percentage, H. M. Grafton on Methods of Spelling, J. McCready on the Relative Duties of Parents and Teachers, and L. B. Reed on Reading. There was a discussion of Queries and a discussion at night on County Supervision. H. F. Earsman and J. McCready, negative, and L. B. Reed, H. M. Grafton, W. G. Mart'n, and F. P. McKenzie, affirmative. Salineville was represented by two teachers, Wellsville by five, East Liverpool by two, Inverness by seven, Glasgow by eleven, and West Point by three. Adjourned to meet in Salineville, Feb. 13. Digitized by Google

-The tenth annual session of the Northwestern Ohio Teachers' Association was held at Sidney, Dec. 30, 31, 1879. J. W. Zeller delivered an inaugural address on "Our Public Schools-the Effectual Defence of our Republic," which was discussed by G. F. Kinaston, G. W. Snyder, W. V. Squire, and Van B. Baker; J. A. Barber read a paper on "Teaching-The Master Profession," which was discussed by J. W. Bolus, G. W. Snyder, W. I. Squire, J. S. Read, I. W. Legg, and S. S. Ashbaugh; J. T. Martz one on "School Government" which was earnestly discussed by I. W. Legg, A. A. McDonald, J. W. Dowd, A. D. Orwig, W. I. Squire, and L. D. Brown; J. A. Pittsford, one on "The Teacher's Work," which was discussed by W. I. Squire; Laura E. Holtz, one on "Advancement," which was discussed in a paper by Clara Conklin; L. D. Brown, one on "The Educational Outlook in Ohio;" P. W. Search, one on "What shall we do with Indolent Pupils," which was discussed by J. W. Zeller, T. A. Pollok, Van B. Baker, J. W. Dowd, L. D. Baker, W. I. Squire, A. B. C. Hitchcock, E. E. Nutt, J. C. Ridge, and G. W. Snyder; G. F. Kinaston, one on "Practical Education in Schools," which was discussed by J. C. Ridge; J. E. Baker, one on "Physical Science in our Public Schools," which was discussed by M. J. Ewing, Rena A. McKinney, V. B. Baker, G. W. Snyder, I. W. Legg, C. W. Williamson, L. D. Brown, and others; T. A. Pollok, one on "Teaching Literature in Country Schools," which was discussed by W: Hoover and C. W. Bennett; G. W. Snyder, one on "Civil Service Reform in Public Schools," which was discussed by C. W. Butler and W. I. Squire; J. E. Paley, one on "The Good, the Beautiful, and the True," which was discussed by C. W. Bennett; and W. S. Haskell delivered an address on "Education in the South" which was discussed by Allie Luce who had taught in North Carolina two years, L. D. Brown, and Van B. Baker. Some warmth was manifested in this discussion on account of the real or supposed political bearing of some remarks made by Miss Luce. Among the resolutions passed was one in favor of permissible County Supervision and a State Normal School. Adjourned to meet in Toledo. Dec. 30, 31, 1880. Among those present not named above were S. F. De Ford, J. W. Sycks, C. D. Crites, J. S. Read, J. G. Park, L. M. Sniff, E. P. Dean, Henry Whitworth, C. W. Choate, M. G. Weaver, W. H. Thompson. Sarah Shea, Belle Pugh, Lizzie Burns, Hattie Bozzel, Josie Shaffer, C. L. Clippinger, Emma Graham, Emma Haslup, Ella Glick, D. J. Cain, Flora Conklin, Tillie Rodgers, M. T. Cowan, Bertha Von Besler, and Mary J. Quintin.

PERSONAL.

⁻J. K. Watson is Principal of the Public Schools of New Concord, O. -0. J. MARKLE is Superintendent of the Public Schools of Bellville, Ohio.

⁻M. R. Andrews conducts an educational column in the Marietta

⁻Anna Titus, who had taught twenty-three years in Toledo, died Dec. 10, 1879. Digitized by Google

- ——The Hon. A. S. Kissell has resigned his position as Principal of the Manchester Academy, Iowa.
- DR. AARON SCHUYLER, President of Baldwin University, will lecture at Lakeside next summer on psychology.
- ——EDWIN H. FAY has succeeded the Hon. Robert M. Lusher as State Superintendent of Public Instruction in Louisiana.
- —E. N. CLOPPER of Camp Washington, Ohio, has recently gone to superintend the Public Schools of Houston, Texas.
- —BYRON E. HELMAN, according to report, is succeeding well as Superintendent of the Public Schools of Canfield, Ohio.
- —C. W. Bennett, of Piqua, received a Christmas present of two very handsome parlor chairs from the teachers associated with him.
- JOHN W. SLEPPY now Superintendent of the Public Schools of Mt. Sterling, Ohio, was formerly Principal of the Wilmington (Ohio) High School.
- —S. E. SWARTZ, the new Principal of the Newark High School, is reported as succeeding well. He graduated at Denison University last summer.
- —A. E. GLADDING is superintending the schools of Richwood, Ohio. The teacher of the Grammar School, H. E. Blake, is a recent graduate of Hillsdale College, Mich.
- ——Prof. L. S. Thompson of Purdue University, Indiana, will open a summer School of Industrial Drawing at Lakeside, provided sufficient encouragement be given.
- —IRA O. CHAPMAN, who for the last twenty-eight years has been a professor in Mt. Union College, died Jan. 24, at the age of 56. He was graduated at Allegheny College in 1851.
- —J. H. LEHMAN, Superintendent of the Public Schools of Canton, O., says the *Canton Repository*, was presented on Christmas day, with an elegant rocking-chair by the Canton teachers.
- —MISS M. W. SUTHERLAND of Steubenville, is to be one of the instructors with M. R. Andrews in the two weeks' session of the Washington-County Teachers' Institute in August next.
- ——"Josephine Kellogg," says the Iowa Normal Monthly, "late Superintendent of Decatur Co., goes to Clyde, Ohio, where she will engage in her favorite work of teaching. We sincerely wish her success."
- —J. S. Wilson, last year Superintendent of the Public Schools of Ironton, Ohio, is now Superintendent of the Public Schools of Lincoln, Loudoun, Co., Va. Mr. Wilson we believe is a native of the county he is now teaching in.
- —The Rev. A. D. Mayo, formerly of Cincinnati, Ohio, and a member of the Board of Education in that city, but latterly a resident of Springfield, Mass., has become an associate with the Hon. T: W. Bicknell in editing the New-England Journal of Education.
- —D. A. Ewing. formerly Superintendent of the Public Schools of South Bend, Indiana, but for several years Principal of one of the Schools

of Virginia City, Nevada, has resigned on account of continued ill health., He has been succeeded by H. T. Baker of Silver City.

- —WARREN DARST, formerly an instructor in the National Normal at Lebanon, Ohio, but more recently Associate Principal of the Indiana . Central Normal School, will next year act as Professor of Latin, English Literature, and Natural Science, in the Mansfield Normal College.
- —J. M. YARNELL, J: T. Duff, Mayor Blocksom, and Miss Margaret W. Sutherland, all performed their parts in the program of the Eastern-Ohio Teachers' Association. Our report last month was gleaned from an imperfect account or at least an account of only a part of the exercises.
- A. J. WILLOUGHBY, who for nearly six years has been Principal of one of the District Schools of Dayton, Ohio, has resigned to commence work February 1, for an Insurance Company. Mr. W. has taken an active part in the school affairs of Montgomery County. Before going to Dayton Mr. Willoughby had for eight years charge of the Public Schools of Westerville, Ohio.
- ——DR W: T. HARRIS, Superintendent of the Public Schools of St. Louis for the last dozen or more years, has announced that he will not be a candidate for re-election. Mr. Harris is an educator of which America may well be proud. His educational views all repose upon a philosophical basis. Mr. Harris declined to be a candidate at Boston when its last superintendent, Dr. Eliot was elected.
- —A. G. FARR was elected, Jan. 13, Principal of the Columbus (Ohio) High School. The Columbus papers say that a petition from parents of 257 of the pupils of the school was presented requesting Mr. Farr's appointment. Mr. Farr is a graduate of the school and ever since his graduation has been a teacher in the school. He has been acting Principal all this school year during Mr. Cook's absence in the mining regions.

INSTITUTE.

RICHLAND Co.—Place, Bellville; time of beginning, Dec. 29; duration, one week; instructors, Alex. Forbes, F. G, Lee, A. A. Douglass, A. F. Bechtel; enrolment, about 100; evening lecturers, Prof. Forbes, and Dr. Taylor of Wooster University. Officers elected:—Pres. A. A. Douglass, Sec., Miss Nettie Beattie; Executive Committee, O. J. Markle, F. G. Lee, D. K. Andrews. Institute one of the best ever held in the county.

Franklin Co.—Place, Columbus; time of beginning, Dec. 29; duration, one week: enrolment, ——; participants, D. J. Snyder, R. W. McFarland, Hon. J. J. Burns, P. R. Mills, A. J. Willoughby, A. B. Coit, Mr. Kitsmiller, L. B. Tussing, E. K. Bryan, Ada Guitner, Mr. Neville, Wm. Callihan, A. L. Brooks, Mr. Wilcox, Mr. Williams, Luther L. Rankin, Leonard Graham. These facts were gleaned from the Columbus dailies of Dec. 31, and Jan. 1.

"THE Jackson-County Teachers' Institute was held at Jackson, Ohio, beginning Dec. 29, 1879, and closed Jan. 2, 1880. The officers were, Pres.,

T. Jay Morgan; Vice-Pres., J. W. Johnson; Sec., G. W. Harbarger; Treasurer, W. A. McClure; Executive Committee, John T. Moore, W. M. Johnson, and Stephen Morgan. Lectures were given by Hon. J. B. Paine, Hon. Irvine Dungan, Hon. John T. Moore, R. R. Bane, J. J. Allison, D. Mackley, and Hon. J. W. Longbon. Prof. A. A. Moulton, A. M., of Rio Grande, was chief instructor, spending most of his time upon the subject of Mathematical Geography. Square Root was discussed by J. J. Bennett; Cube Root, by W. A. Longbon; The Decimal System, by J. H. Wood; Applications of Percentage, by Stephen Morgan; Algebraic Theorems, by J. M. Stewart; Fractions—Common and Decimal, by J. K. Stewart; Analysis of Sentences, by John Warren; Ruling without the Rod, by P. F. Jacobs; Needs of our Common Schools, by J. W. Johnson; Class Recitation, by M. Gilmor; How to Teach History, by J. M. Lively; An Essay, by J. E. Kinnison; How to Study Geography, by J. D. Gillilan; Movements of the Ocean, by George Aten; Reading, by Miss Mary Messenger; Incentives to Study, Miss Mary E. Evans; School Government, by G. W. Harbarger; The Classics, by R. R. Bane; Grammar, by J. J. Allison; and other interesting exercises. The attendance was unusually large and a great deal of interest was taken in all discussions. A majority of the committee on "Legality of using Institute Funds for Library Purposes," reported adversely. The reunion exercises were held Friday evening after the excellent lecture by Hon. J. W. Longbon, which were highly enjoyed."

Guernsey Co.—Place, Cambridge; time of beginning, Dec. 22, 1879; duration, one week; enrolment 217, gentlemen 125, ladies 92; instructors and evening lecturers, S. J. Kirkwood, E. E. Henry, and R. W. McFarland: Officers elected:—Pres., J. W. McCoy; Vice-Pres., Ada L. Johnson; Secretary, W. G. Barthalow; Treasurer, J. D. McCulley; Ex. Com., J. A. Bliss, J. H. Ringer, and W. H. Eagleton. The Institute was one of the liveliest ever held in the county.

Noble Co.—Place, Caldwell; time of beginning, Dec. 29, 1879; duration, one week; enrolment about 50; instructors, Prof. Marshall and Joseph Stotler, assisted by W. N. Rice, J. R. Franklin, Ed. Flanagan, J. G. Schofield and J. McBurney. The Institute visited as a body the office of the Citizens' Press, to witness the operations of Mr. Amos's new printing-press.

BOOK NOTICES.

OUTLINES OF LOGIC. By J. H. Gilmore. New York: D. Appleton & Co. 1879. Pages 137. Retail price, 50 cts., introductory, 60 cts. C. B. Ruggles, Agent, Cleveland, Ohio.

This work is characterized by simplicity, compactness, and adaptation, to the average student. One of its most valuable features is nine pages of examples for logical praxis.

THE MUSICAL GUIDE; a Practical Manual for Instruction in Vocal Music in Day-Schools. By W. S. Tilden. Boston: Thompson, Brown & Co. Thos. H. Bush, Agent, 70 Metropolitan Block, Chicago. Pages 122. Introductory price, 50 cts., exchange, 30 cts., sample, 30 cts. Since the teaching of music to school children has become so common

in the larger towns and cities teachers are anxious to see everything that will suggest improvements in the methods of teaching. This work devotes 68 pages to methods and adds 54 of selected songs.

THE ENGLISH LANGUAGE AND ITS EARLY LITERATURE. By J. H. Gilmore, A. M., Professor of Logic, Rhetoric, and English Literature, in the University of Rochester, New York: D. Appleton & Co. 1880. Pages 138. Retail price 75 cts. introductory, 60 cts. C. B. Ruggles, Agent, Cleveland, Ohio.

This is a compact work giving the salient facts on the subjects of which it treats. Seventeen pages are devoted to a Topical Abstract of "The English Language and its Early Literature," four to American Literature. and four to Pseudonyms.

PIECES TO SPEAK AND HOW TO SPEAK THEM. Edited by Harlan H. Ballard, Principal of High School, Lenox, Mass. No. 1 for children over 12. New York, Boston, and Chicago: D. Appleton & Co. Retail price, 10 cts. C. B. Ruggles, Agent, Cleveland, Ohio.

This number is an envelope $6\frac{1}{2}$ by $4\frac{1}{2}$ containing twenty tinted cards containing each a piece. On the back of the cards are directions for speaking and explanation of words, allusions, etc. The device is certainly ingenious.

THE WORD-WRITER: an Exercise Book, designed to accompany "Words and How to Put them together." Same Editor, Publisher and Agent. Retail price, 10 cts., introductory, 7 cts.

THE CHILD'S BOOK OF LANGUAGE. Nos. 1, 2, 3, 4. The Teacher's Edition, four numbers bound together. Price of the latter, 30 cts. By J. H. Stickney. Same Publishers and Agent.

We have already referred to the Book on Language in previous issues.

THE TEACHER'S HAND-BOOK OF ALGEBRA; containing Methods, Solutions, and Exercises illustrating the Latest and Best Treatment of the Elements of Algebra. By J. A. McLellan, M. A., LL. D., High-School Inspector for Ontario. Toronto: W. J. Gage & Co. New York: D. Appleton & Co. London, Eng.: W. Kent & Co. 1879. Pages 229, Price, \$1.25.

The title of this work conveys an idea of its contents. It is sufficient to say that it is an excellent Hand-Book from which to select examples for recitation, practice, and examination. It contains many methods and solutions not found in the ordinary algebras.

MISTAKES IN TEACHING. By James L. Hughes, Inspector of Public Schools, Toronto, Canada. Toronto: W. J. Gage & Co. London, Eng.: W. Kent & Co. Philadelphia: Eldridge & Bros. Pages 111. Price, 50 cents.

This little book is as full of suggestions as an egg is of meat. We know no book of the size that contains so many valuable suggestions for teachers young or old.

A System of Moral Science. By Laurens P. Hickok, D. D., LL. D. Revised with the co-operation of Julius H. Seelye, D. D., LL. D., President of Amherst College. Boston: Ginn & Heath. 1880. Pages 288. Sample copy, \$1.00.

The object of this work has been to retain all the remarkable excellences of the original work and yet to add to it by careful revision and fuller statement. We commend the work to the teachers and readers of moral science. The last chapter on the duties of servants including slaves is a remarkable one.

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METHODS OF TEACHING IN COUNTRY SCHOOLS. By G. Dallas Lind, Danville, Indiana: J. E. Sherrill. 1880. Pages 243. Price, \$1.25.

Taken in the higher sense of the word there should be no difference in the methods of teaching in different kinds of schools. It is often, however, used in a lower sense as referring rather to school machinery or the details of school-room work. The book before us was written by a teacher who has had experience in the actual work of teaching in rural schools. We have not had time to examine the work critically but a glance at it shows that the work contains valuable hints. Part I. treats of "School Management" in three chapters "The Teacher," "The School," and "The School-house," comprising in all sixteen sections; Part II., of "Methods of Teaching" in thirteen chapters, "Reading," "Spelling and Defining," "Arithmetic," "Geography," "Grammar," "History," "Anatomy, Physiology, and Hygiene," "Algebra and the Higher Mathematics," "Natural Sciences," "Morals and Manners," "Model Recitations," "Miscellaneous," "Hints and Helps for the Teacher."

AN ELEMENTARY TREATISE ON THE DIFFERENTIAL CALCULUS FOUNDED ON THE METHOD OF RATES OR FLUXIONS. By John Minot Rice, Professor of Mathematics in the United States Navy, and Wm. Woolsey Johnson, Professor of Mathematics in Saint John's College, Annapolis, Maryland. Revised edition. New York: John Wiley & Sons. 1879. Pages xvi., 469. Price \$3.50.

It should be observed that this work does not include the integral calculus, thus making it the most extensive work on the differential calculus as yet published in America. It can safely be declared to be one of the most scholarly. We commend it to our readers for its elaborate discussion of elementary principles and its ingenious establishment of the formulas for differentiation by involving the element of time or the use of dt. To give an idea of the contents of the work we give the titles of its eleven chapters and the number of sections in each:-Functions, Rates, and Derivatives, three sections, The Differentiation of Algebraic Functions, two sections, The Differentiation of Transcendental Functions. four sections, Successive Differentiation, three sections, The Evaluation of Indeterminate Forms, four sections, Maxima and Minima of Functions of a Single Variable, four sections, The Development of functions in Series, five sections, Curve Tracing, five sections, Equations and Construction of Certain Higher Plane Curves, one section of nearly fifty pages. Application of the Differential Calculus to Plane Curves, six sections, and Functions of Two or More Variables, four sections. The titles of these chapters are enough to enlist the interest of the student of calculus. We regret that the interesting chapter on curve tracing has not involved the use of $\sqrt{-1}$ in tracing curves outside of a plane. examples render the work excellent for students.

First Principles of Political Economy, concisely presented for the Use of Classes in High Schools and Academies. By Aaron L. Chapin, D. D., President of Beloit College. New York: Sheldon & Co. 1880. Pages xvi, 213. Prices, introductory, 48 cts.. exchange, 35 cts., sample, 25 cents.

Political economy should be more widely understood than it is. It is astonishing how much Dr. Chapin has crowded into this little duodecimo volume, which we commend to the notice of teachers. There is scarcely

a topic that properly belongs to this subject that the author has not treated of in this little work. He gives the arguments on both sides of the subject of protection. Numerous exercises by way of the practical application of principles increase the value of the book.

A Brief History of Roman Literature for Schools and Colleges. Translated and Edited from the German Hermann Bender by E. P. Crowell and H. B. Richardson, Professors of Latin in Amherst College. Boston: Ginn & Heath. 1880. Pages xx, 152.

This neaf little work divides the subject into five periods, the first prehistoric to 240 B. C., the second from Livius Andronicus to Cicero, 240-70 B. C., the third the Golden Age of Roman Literature, 70 B. C.—14 A. D., the fourth the Silver Age of Roman Literature, 14-117 A. D., from Tiberius to the Death of Trajan, and the fifth the Later Empire, after the Death of Trajan 117 A. D. The various periods are discussed separately as to prose and poetry. Poetry is discussed under the Drama and Epos, and prose under History and Oratory. The whole work is very suggestive.

PAMPHLETS, ETC., RECEIVED.

Report of the Superintendent of Education of the Province of Quebec, for the year 1877-78. Quebec: 1879. Pages xvi, 237. Gedeon Ouimet, Superintendent.

The School Lands of Dakota. Pages 15. W. H. H. Beadle, Sup't.

Virginia School Report. 1879. Pages 52, xliii. W. H. Ruffner, Sup't.

Manual and Report of the Public Schools of Chillicothe, Ohio. 1879. Pages 80. W: Richardson, Sup't. Mr. R. discusses the importance of language culture and love of good reading.

Fourth Annual Report of the Board of Education of the Village of Ithaca. 1879. Ithaca: 1880. Pages 52. L. C. Foster, Sup't.

Catalogue of Marietta College. 1879-80. Pages 26. Bound with it is the "Catalogus Senatus Academici," pages 26.

Ohio Penitentiary Report. 1879. Pages 128. The report of the Chaplain, the Rev. John Burns, father of the Hon. J. J. Burns, giving the previous occupations of convicts, shows that the farmers (116) and laborers (109) lead the list, next come the painters (21). Of school teachers there are two. We venture that neither of them had a two-years' certificate.

Report of the Controller of the Currency, Dec. 1, 1879. Washington. 1879. Pages 188.

Catalogue of the Central Indiana Normal College, at Ladoga. 1880. Pages 32. J. Vincent Coombs, Principal.

Catalog of State Normal School, Randolph, Vt. Pages 16. A. W. Edson, Principal.

Summary of the Common-School Statistics of Kansas, for the school year ending July 31, 1879. Pages 6.

Third Annual Catalogue of Rio Grande College, 1879-80. Rio Grande, Ohio: 1879. Pages 20.

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Biennial Report of the Superintendent of Public Instruction, to the Eighteenth General Assembly of the State of Iowa. Des Moines. 1879. Pages 288. C. W. Von Coelln, Sup't. In the report are bound the reports of the State University and State Normal School.

EDUCATIONAL NOTES AND QUERIES.

This periodical has now completed its fifth volume. The curious information in these volumes is such as the enterprising teacher will like to possess. The price heretofore of a completed volume of Educational Notes and Queries in numbers has been \$1.50. In order to dispose of the first five volumes we have reduced the price on volumes 2, 3, 4, and 5. The prices now are as follows:—

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Any of these volumes sent postage prepaid on receipt of price. The demand recently for back volumes has been very brisk. Send in your orders soon.

BILL.

The following bill is only for those subscribers whose subscriptions expired with September or December and who have not ordered the Monthly stopped. In the numbers for October and December, we requested those who did not want the *Monthly* continued to inform us of the fact by card, and if this were not done we should send bills at a future time. We have been too busy to do so before now. The bills are made out at the rate of the preceding subscription. Those getting the club rate on the preceding year are allowed the same for another year.

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То	Ohio	Educational	Monthly	from	Oct.	1879,	to Sept.	1880,	
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If any subscribers who have failed to order a discontinuance wish to make such discontinuance now effective they must remit as many twelfths of \$1.50 or \$1.35, as they have received numbers since the expirations of their subscriptions in September or December.

THE

OHIO EDUCATIONAL MONTHLY;

Organ of the Ohio Teachers' Association,

-AND-

THE NATIONAL TEACHER.

MARCH, 1880.

Old Series, Vol. XXIX, No. 3.

Third Series, Vol. V, No. 3.

CLASSIFIED LATIN IDIOMS.

BY PROF. L. S. POTWIN, WESTERN-RESERVE COLLEGE.

The following classified list, which does not profess to be complete, especially in classes IX and X, may be serviceable not only to teachers, but to those who are studying Latin by themselves. The latter should not forget that, of course, the English sentences are not literal translations of the corresponding Latin. Unless the Latin words are already familiar, they should be looked out carefully in the dictionary.

[The quantity of the vowels is marked in most cases in which the common rules of the grammars are not sufficient, including the rule that a vowel in a syllable long by position is short.]

- I. Idioms connected with certain deficiencies in Latin.
- 1. The absence of a perfect active participle, except in Deponents.

Having left the house he wandered Cum domum reliquisset, solus vagaabout alone.

After having wandered about a long Domo relicta, solus vagatus est.
Diu vagatus domum rediit.
time he returned home.

- 2. No future subjunctive passive.
- I don't know when the letter will Nescio quando fŭturum sit ut čpisbe written.
 - 3. No separate form for the English perfect with "have."

I have long been desiring.

For a year now you have been a Annum jam audis Cratippum.

pupil of Cratippus.

7

4. No middle voice (compare the Greek).

He is putting on his toga. Tögam induitur. They had their faces smeared with Peruncti sunt faccibus ora. wine-lees.

With their sachels hanging on the Laevo suspēnsi loculos lacerto.

left arm. He is his own father's slave. Suo sibi servit pătri.

5. Restricted use of the participial adjective (especially in the active).

rolling stone, The hurrying Saxum volubile, Flumen rapidum. stream, A living fountain. Fons vivus.

6. No personal verb for English "may" and "must."

I may go, I might have gone. We must do and dare.

We must all die.

Mihi ire l'ícet, Mihi ire l'ícuit. Nobis agendum atque audendum est. Něcesse est omnes mori (or, ut omnes moriantur).

7. For the English auxiliaries "do" and "will."

Do you believe me? I do. Will he come? He says he will. Do not touch me.

Crēdisne mihi? Crēdo. Věnietne? Ait. Nöli me tangere.

8. No article.

The wise Socrates.

Alexander the Great. The men in the ship shouted. Socrates vir sapiens (or, sapientissimus).

Magnus ille Alexander. Qui in nāvi ĕrānt, ii clāmabant, Quot in nāvi ĕrānt, clāmabant. Quidquid hominum erat in navi, clāmab**a**nt.

A man told me. He thought he was a Demosthenes.

Quidam mihi dixit. Dēmosthenem germānum se esse pŭtabat.

away.

Davus, a slave of mine, has run Dāvus, quidam ex servis meis, aufū-

9. No reciprocal pronoun (compare the Greek).

They love each other. Inter se ămant. They were well acquainted with Inter se satis noti erant. each other.

10. No "yes" in replies. (Non may be used for "no").

Are you well? Yes, I am. Did he sell the house? Yes. Do you believe me? Yes. What do you want? Praise? Yes. You are not sick, are you? Yes. Yes. Is not the weather fair? Are you honest? I am. Do you say that you are not a thief? Negasne te furem esse? Nego.

you be silent.

Vălesne? Văleo. Vendiditne domum? Vendidit. Mihine crēdis? Tibi. Quid vis? An laudem? Ita. Num aegrotus? Sīc. Nonne serena tempestas est? Sane. Probusne es? Probus ego

Do you wish anything? Yes, that Numquid vis? Etiam, ut tăceas.

II. Latin precision.

11. The dependent future tense instead of English present.

When I come I shall find out. He promises to come.

He undertakes to do it.

If we follow nature as our guide we Si natūram sequemur ducem, numshall never go astray.

When you are willing, I will come. Cum voles, veniam. I will do it if I can. Faciam si potero. Cum venero, inveniam.

Promittit se venturum. Rěcĭpit se ĭd facturum.

quam aberrabimus.

12. A past tense for the English present participle.

ward on foot.

Coming to Rome he found his son. Postquam Romam venit, filium in-

Stepping aside he said to me.

Leaping from his horse he ran for- Cum ex equo desiluisset, pedibus procurrit.

vēnit.

Dīgressus mihi dixit.

13. The present participle after words of seeing and hearing.

I saw him walk. I heard him sing.

Vīdi illum ambŭlantem. Audivi illum cănentem.

14. Subjunctive for the English indicative.

I will explain what he wishes. Since this is so.

Although he had poor health. believed.

So far as I know.

poor.

Quid vělit exponam. Quae cum Ita sint. Cum těnui vălētūdine esset.

He is so honest that he is always Tam probus est ut ei semper credatur.

Quod sciam.

15. Tenses of the infinitive.

He brought word that the Alps were Nuntiavit Alpes insuperabiles esse. impassable.

I know that the Alps were impassa- Scio Alpes ölim insuperabiles fuisse. ble formerly.

that in Vergil.

I remember to have read (reading) Memini illud legere apud Vergilium.

It gives one pleasure to help the Juvat pauperibus subvenisse.

16. Epistolary tenses, (precise for the reader).

I send this letter from Rome. ed in due time.

Has litteras dăbam Romae. Yours of the 15th of March I receiv- Tuas idibus Martiis datas tempori acceperam.

17. Prominence of the dative.

I am envied. You are answered. Nobody is hurt.

He gave a book as a present. I have the book but it is not now in Mihi est liber, sed eum nunc non

my possession.

Mihi invidetur. Tibi respondetur. Nēmini nocetur. Dono librum dědit.

hăbeo.

18. A comparative for the English "first," when two are con-

The augury came to Remus first. The good die first.

Priori Rěmo augurium vēnit. Boni prius moriuntur.

19. Fewer ambiguous pronominal words than in English.

He says that he is a writer. He says that he is not a writer. His father managed his estate well. Păter ējus praedium suum bene

His father could not manage his es- Păter ējus praedium illius gerere

Which of you is the fleetest? Which of you is the fleeter? Which bank are we approaching? Which is right? You or I? What do you say? What a man he is! What vanity! What o'clock is it? What you say is false. Any one can see through that. Does any one then believe a liar? He had such reverence for the right. This is the same as that. This cost as much as that.

We ought to seem such as we are. A contingent negative.

Do not believe a traitor. I do not. Be careful not to trust either friend Cave ne nimium credas neve amīco, or fee too much.

21. Careful balancing of the parts of a sentence by correla-

Cicero and Antony were there. The first triumvirate, Caesar, Pompey, and Crassus.

We saw many lofty towers. Are you ignorant of yourselves or of Utrum vos an hostes ignoratis? the enemy?

but practice is better.

unlearned one.

Ait se scriptorem esse. Negat illum scriptorem esse.

gĕrebat.

non pöterat. Quis vestrum celerrimus est? Uter vestrum cělerior est? Utri rīpae accedimus?

Uter est rectus? Tune an ego? Quid dīcis? Quālis homo! Quantum ināne! Quŏta hōra est? Quod dīcis falsum est. Quivis illud perspicere potest.

An quisquam mendāci crēdit? Illi tanta reverentia recti erat. Hoc est Idem quod illud. Hoc tanti stětiť quanti illud.

Videri dēbemus tales quales sumus.

Ne proditori crede. Non credo.

neve hosti.

Et Cicero et Antonius ăderant. Prīmi trium vīri, Caesar et Pompeius et Crassus,

or, Caesar, Pompeius, Crassus. Turres multas et altas vidimus.

Rules of duty are good, it is true, Officii praecepta bona sunt, illa quidem, sed mělior est exercitatio. By a good man, it is true, but an A bono, illo quidem, viro, sed tamen

III. Compactness of Latin.

22. An adjective for an English phrase.

He was accused in his absence. He was condemned without a hear- Inauditus damnatus est.

The fight at Cannae. Fear of the enemy. He had gardens for sale. At the same time you do not believe Tu idem mihi non credis.

Absēns accūsatus est.

Pugna Cannensis. Mětus hostilis. Hortos vēnales habuit.

23. Use of Primus, Solus, Alius, for an English clause.

He was the first to do this. He was the only one who did it. One runs in one direction and an- Alii alio currunt. other in another.

Prīmus hoc fēcit. Sölus id fēcit.

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24. Past participle for English coordinate clause and connective.

He took the bridge and burned it. Pontem captum incendit. He called the soldiers and showed Militibus vocatis Italiam ostendit.

25. Participle for English relative clause.

I want soldiers that will not quail Quaero milites hostibus non cesbefore their enemies. suros.

For I know nothing except what I Nihil enim habeo praeter auditum. have heard.

He who judges pain to be the great- Dölorem summum målum judícans est evil cannot be brave. fortis esse non potest.

26. A relative pronoun for the English demonstrative with connective.

Now as soon as this was known. But if he had been at Rome.

them Italy.

For at this very time. Quo in tempore 1980.

Do not do anything in respect to Ne quidquam egeris quod dubites which you doubt whether it is right or wrong.

Quod ŭbi cognitum est. Qui si Romae fuisset.

aequum sit an Iniquum.

27. A subordinate clause for the English co-ordinate with connective.

He called together his friends and Cum amīcos convocasset, dixit.

They attacked them and took the Impetu facto, castra ceperunt. camp.

28. Accusative with infinitive for English clause with "that."

I know that he hears.

Scio eum audire. He believed that he had subdued Credidit se orbem terrarum subegisse

Who of us, suppose you, is ignorant? Quem nostrum ignorare arbitraris?

29. Predicate genitive.

Superstition is a mark of a weak Imbecilli animi est superstitio. mind.

It is the part of a judge. It is the business of a good orator. To take in good part.

Jŭdicis est. Est boni oratoris. Bŏni consŭlere.

30. The neuter adjective as the object of a verb.

Having spoken a few words. You lay many commands upon me. To utter many falsehoods. To make the same boast.

Pauca locutus. Multa mihi impěras. Multa mentiri. Idem glöriari.

31. Subject omitted even when resulting in impersonal construction.

A battle was fought. The army came. The conflict began. Life goes badly. The question was being discussed. Pugnatum est. Ventum est. Concursum est. Măle vivitur. Digitized by GOOGLE Agebatur.

32. Substantive verb omitted.

A charge was made by the auxiliar- Procursum ab auxiliis. (Livy).

It is my design. At home affairs were quiet. Consilium mihi. (Tacitus). Domi res tranquillae. (Tacitus).

33. Interrogative particle omitted.

It was a matter of doubt whether In incerto ĕrat, vīcissēnt victine they had conquered or were essēnt.

What! am I deceived about that? An de eo fallor?

I am not sure but the army was Nescio an exercitus deletus sit.

annihilated.

(Concluded next month.)

REDUCTION OF CIRCULATES TO COMMON FRACTIONS.

Why we use 9 in the reduction of circulates to common fractions is a question often propounded by the inquisitive pupil. However, quite a number of pupils are satisfied to know simply the how, but wide-awake pupils are always anxious to know the why for everything. The following is presented, not that there is any practical utility in the subject of circulates, but that they are found in most of our higher arithmetics and must receive some consideration at least.

The two solutions below are taken from Brooks's Philosophy of Arithmetic. They are also in his Higher Arithmetic. The second solution is found in nearly all of our higher arithmetics. The demonstration is the result of class discussion.

Solution 1st.—Reduce .45 to a common fraction. Since .01 = $\frac{1}{99}$, as shown by actual division, .45, which operation. is 45 times .01, equals 45 times $\frac{1}{99}$, or $\frac{45}{99}$, .01 = $\frac{1}{99}$ and this, reduced to its lowest terms, is $\frac{1}{11}$. .45 = $\frac{45}{99}$ or $\frac{6}{11}$. This method is easily learned by the pupil, but it does not

explain why 9 is used every time.

Solution 2d.—Let F represent the common fraction, then we shall have F = .4545 etc.; F = .4545 etc.; multiplying by 100 $\frac{100F = 45.4545}{99F = 45}$. The peating part, we have 100 times the $\frac{100F = 45.4545}{99F = 45}$. The peating part, we have 100 times the $\frac{100F = 45.4545}{11}$. The fraction, equal to 45.4545 etc.; subtracting once the fraction

from 100 times the fraction, we have 99 times the fraction equal to 45; hence once the fraction $\frac{45}{3}$, or $\frac{5}{1}$.

This solution is in a different line of thought, yet it does not satisfy the inquiring pupil any more than the first.

DEMONSTRATION.—1st step. Omitting a fractional part of each term of a common fraction does not change its value; as $\frac{1}{50} - \frac{1}{10}$ of each term leaves $\frac{9}{45} = \frac{1}{5}$ which is the same as $\frac{1}{50}$. Hence taking the same fractional part from each term does not alter its value.

2d step. In the circulate .3 we see that $\frac{1}{10}$ is omitted numerically (not in value). The real decimal is .333 etc., or .3 $\frac{1}{8}$, from which it is seen that $\frac{1}{10}$ is dropped to make the circulate .3.

3d step. According to the 1st step the same fractional part omitted in the Circulate must of necessity be omitted in the denominator when expressed. In the Circulate $.\dot{3}$, dropping the same $(\frac{1}{10})$ from the denominator 9 remains, hence $.\dot{3} = \frac{3}{5}$ or $\frac{1}{3}$.

In the Circulate .5, $\frac{1}{10}$ is omitted; in .6 we see that $\frac{1}{10}$ is dropped, in fact all circulates with one figure in repetend $\frac{1}{10}$ is omitted. Where there are two places in repetend $\frac{1}{100}$ is omitted, hence $\frac{1}{100}$ must be dropped from denominator when expressed which would leave 99. Where there are three places $\frac{1}{1000}$ is omitted, and so on. This is necessarily true because the basis of the scale of notation is ten. Hence, the rule for the reduction of a pure circulate to a common fraction; "Take the repetend for the numerator of the fraction, and as many 9's as there are places in the repetend for the denominator, and reduce the fraction to its lowest terms."

West Cairo, Ohio.

J. E. BAKER.

DICTATION DRAWING.

BY PROF. W. S. GOODNOUGH, COLUMBUS, OHIO.

No. I.

Many teachers are anxious to do something with the subject of Drawing, but having had no opportunity for study, lack the confidence to undertake it. Others, clinging to the old theory that the power to draw is a special gift of nature, have felt it presumptuous in them to try to learn. Still others are waiting for their Boards of Education to introduce it.

It is the aim of the writer in the present series of articles to place something before such teachers that they can use at once. Something that can be presented in writing, with illustrations, sufficiently clear for all to be able to use it. Something that Boards of Education cannot object to, as very little time is needed and no books have to be adopted.

In a well-arranged course, Dictation drawing would form but one of several subjects to be taught, among which are the following: Drawing from Flat Copy, enlarging and reducing, Design, Object drawing, and Mechanical drawing. It can be easily adapted, however, to the ages of pupils from six years upwards, by varying the difficulty of the exercises, is so valuable merely as language instruction, and is so teachable that it becomes a subject of considerable importance.

That there may be no expense the first few lessons may be on slates. Pupils should have long sharp pencils, and the slate should be held with its edges about parallel with the edges of the desk, except in drawing curved lines, when it may be turned. The work should first be sketched or drawn very lightly, then, after construction lines are erased and corrections made, it is to be finished or brightened.

In sketching, the pencil should be held with the point two inches or more from the ends of the fingers, should not be grasped too tightly, and should make a small angle with the slate. In drawing horizontal lines, hold the pencil much as for writing, except that the point will be some distance from the finger ends, both pencil and arm being about perpendicular to the line to be drawn; draw from left to right. Oblique lines inclining from the left upward to the right, are drawn in the same manner. For vertical lines the hand should rest more on its edge, and be closed enough to bring the pencil about at right angles with the arm. The lines should be drawn downward and principally by a finger motion. The farther the point from the hand and the more loosely the pencil is held. the easier it will be. The pencil will be perpendicular and the arm parallel to the line to be drawn. Use the same position for oblique lines inclining from the left downward to the right. In drawing horizontal lines the slate should be a little to the The first lesson should be in the use of the right of the pupil. pencil for straight lines. The following terms should be taught as they form the alphabet of dictation drawing. Other new terms should be taught as the teacher wishes to use them; Right, left, upper, lower, centre, horizontal, vertical, oblique, parallel, bisect, trisect, square, diameters and diagonals of square, semi-diameters and semi-diagonals.

As the exercises in this series of papers will be arranged in the order of difficulty, the first ones will be very simple.

In conducting a Dictation exercise, the teacher should insist on the class working promptly and in concert. Pupils should depend on the description given by the teacher and not be allowed to look on a neighbor's work to learn what to do. The exercise might be as follows:

Exercise I. Draw a vertical line one inch in length near the left part of the slate. (Allow the class sufficient but not too long a time to execute this direction before giving the next.) From the bottom



of the vertical draw a horizontal line extending to the right one inch in length. The teacher should now place the figure on the blackboard so that pupils may see the correct form, asking what letter of the alphabet is rep-

resented.

Exercise II. To the right of this figure draw another vertical line one inch long. At the top draw a horizontal line one inch long extending to the right. Draw another horizontal line of



the same length extending to the right from the bottom of the vertical line. Bisect the vertical. From this point draw a horizontal one half inch to the right. What letter is formed?

It might be well for the teacher to scratch a horizontal line about three inches long in the upper left corner of each slate. The line should be divided into inches by two points, and the first inch bisected giving the half inches. If teachers wish to use the Metric System, let the line be eight centimetres long divided into centimetres, or both lines may be made. In this way pupils always have a correct unit of measure before them.

THE STUDY OF GEOGRAPHY.

GEORGIE T. ROBERTSON.

No one can deny that Geography ranks second in importance to no branch taught in our common schools with the exception of reading and the possible exception of the four fundamental rules of Arithmetic. Nor is there any other one of the common branches so easily taught, nor one which can be made so attractive to the learner. It is well calculated to awaken the mind and to stir the imagination of the child. Admitting all this, to what cause shall we attribute the dislike in which it

is held by many pupils and the general inefficiency in it? Doubtless in part to text-books and in part to teachers.

As for the part attributable to text-books, I shall be silent; not considering it my province to act as book critic, only so far as to say that an indispensable thing in the study and teaching of Geography is a book with clear, plain maps, and that Physical Geography is second in importance to Local Geography to the average common-school pupil and should not be taught in any marked degree until Local Geography is familiarized.

As for the part which is attributable to teachers I would say that they are expected to make up whatever is wanting in text-books and not to follow them exclusively. A noted educator of Northern Ohio, once said before a class of teachers. "There are plenty of parrots and fools waiting but they are not the ones we want to teach our schools. A teacher must have 'Yankee gumption.'" Now, a teacher should have "Yankee gumption" in teaching Geography if in nothing else. If he cannot have his pupils have plain maps, he must have every map drawn large and perfect on the slate and then on the board, and filled in with, and then without, the aid of a book. I do not wish it understood by this that I think that Geography cannot be taught without map drawing. It is a powerful auxiliary and perhaps it fixes location better than any other method if properly used; but if improperly used it is better left undone.

If, in the text-book, there are not maps of states with counties I would have a large map of the state in which the pupil lives and teach the counties and principal towns thoroughly. In these and other ways a teacher can overcome the difficulties of which he complains in the text-books. But in the meantime he must make it interesting and enlivening. The query to me is "How can he help making it thus?" There are little interesting peculiarities of climate, soil, vegetation, people, minerals, etc. Little incidents of history or tradition or something of recent date which can be spoken of or talked about; (and a Geography class should be allowed to talk) that will make this recitation the event of the day and fix in the mind that which is desired.

Also, from the beginning it is certainly well to teach a little Physical Geography. This, of course, is not to be learned from books, but to be taught in one way or another as the teacher may best devise.

Geography can never be taught by making a child locate a place on a blurred map, come to his recitation, tell where it is, and return to his desk; nor by singing, "Ohio, Columbus, on the Scioto River." There is more to the study of Geography than this, and I respect the child who says, when Geography is thus taught, "I hate Geography."

A PLAN FOR NORMAL AND INSTITUTE WORK IN OHIO.

The following plan for systematizing and improving the means for training the teachers of our ungraded schools is submitted for the consideration of teachers, county Boards of Examiners, and friends of education generally throughout the State:

It is safe to say that \$30,000—including the regular Institute fund, and what is raised for Normal-Institute purposes from private tuition—is expended annually in Ohio. The Institute fund alone amounts to \$20,000; and it is a matter of general complaint, owing to a want of system and the loose way in which this money is expended in many of the counties, that for so large an expenditure it yields but a meagre return to the teachers of said counties. The same is true, to a limited extent, of the private Normal Sessions held in various parts of the State. Often they are conducted without any definite plan or uniform course of study, and by persons of little experience and skill; and owing to other causes, these Sessions do not offer the highest advantages to teachers for a thorough preparation for their work.

Again, there is too wide a gap between the country or ungraded schools and those of our larger towns and cities. The teachers of these ungraded schools are apt to feel that they are not suitably recognized in the profession; and poor encouragements are offered under our present system for them to make the necessary efforts to "come to the front," and to bring their schools with them.

Now the following "plan" without arraying itself against any existing measures for the benefit of teachers, proposes simply to utilize and render more efficient our present means and opportunities. Without asking a single dollar's additional expense, it proposes,

1. To unify and systematize the work already in progress,

especially the summer sessions of Normal classes,—the only means that many teachers have for improving themselves in their work,—to recognize and encourage these schools where they are deserving, by affording such assistance in the way of patronage and instruction as shall render them more efficient; submitting their work to the general inspection of a competent "State Board of Instruction;" making them, as far as possible, State Normal Schools for the responsible and thorough training of teachers. Surely every good teacher and student desires this.

- 2. It seeks to work in harmony with County Boards of School Examiners, in organizing and managing County Institutes; and, where the circumstances are favorable, to unite these two common forces, viz., the Normal class and County Institute; thus strengthening both, and affording teachers in them, an opportunity of pursuing some systematic course of instruction from year to year, suited to their wants, instead of the fragmentary and desultory instruction now generally pursued.
- 3. It proposes a general recognition of competent and worthy teachers as members of a professional fraternity,—and not merely day laborers, subject to every fluctuation in the market,—by a system of professional diplomas to such as shall complete a recognized course of instruction at any school where it will be most convenient, thus strengthening the profession and guarding it against some of its most serious hindrances. This is asking no more for the teacher's profession than is conceded to every other.

Attention is therefore called to the following "plan," suggesting remedies for the evils complained of:

I. In the absence of any State provisions for Normal Schools—a state of things which we hope may not long exist—let there be established somewhere in Ohio a Central School as a basis of work, manned with a competent faculty that shall have charge of its local affairs and the instruction, both Academic and Professional.

II. This school shall be under the general control of a Board of nine Trustees, selected by the Ohio State Teachers' Association, (or in any other way deemed wisest and best,) at its annual meetings, as follows: At its first meeting after January, 1880, there shall be chosen three for one year, three for two years, and three for three years, and at every annual meeting thereafter there shall be chosen three for three years, or, if it be

thought best, let the office be continued without limit of time, and subject to such choice as may seem best.

III. These Trustees shall be leading teachers and Institute workers in the State, and shall be as equally distributed territorially as possible. The State Commissioner of Common Schools shall be member ex-officio of this Board, and the Principal of the Central School, chairman.

IV. The duties of this Board shall be to prescribe a uniform course of study for the schools hereinafter provided for, to examine candidates for diplomas, to give general direction to the work of said schools; and, as far as consistent with other duties, to assist in their management and instruction by lectures, etc., during the summer-institute sessions in these schools.

V. There shall be established in different parts of the State, Branch Schools for Summer Sessions, from two to six weeks' duration in each. These Schools shall not exceed six in number for the first year; but they may be increased in number at the option of the Board, and they shall be located at such places as shall offer the best facilities for carrying on the work.

VI. The Courses of Study or Instruction in these Branch Schools shall be uniform, thorough, and practical, and adapted, as far as possible, to the local wants of the teachers; and shall conform in their main features to the one prescribed for the Central School; and shall be under the direction of the local teachers of these schools.

VII. The regular teachers of the schools where these Branch Schools are organized, shall have the special management of the Summer Sessions, assisted by members of the State Board, and such other help as may be deemed necessary. And the income of said Branch Schools, during the extra Sessions, shall be shared among the laborers as they may mutually agree. All these schools shall be self-supporting.

VIII. County Boards of Examiners shall be solicited to assist in the Organization and Management of Branch Schools in their respective Counties, as far as their official duties will permit; and the current expenses of these Institute Sessions, when thus united with the Branch Schools, may be defrayed in common from tuition and the institute fund, when the latter can be obtained by the free consent of the Executive Committee of said County Institute, and no expense shall be incurred that cannot thus be met.

IX. Any teacher or student shall be allowed to pursue, from

year to year, as he may have opportunity in these Summer Sessions, any studies in any of the regular courses prescribed for this system of Schools; and on completing any one or more courses, or their equivalents, having also other necessary qualifications, shall, on presenting himself at the Central School, at any of its regular graduating terms, and passing the required examination before the State Board, be entitled to the regular Professional Diploma of said Central School, signed by the members of the State Board and the Faculty of the Central School, as provided for in "Articles of Organization."

X. These regulations shall not prevent teachers from attending other schools of their choice; and any person having completed, at any other school, any one or more of the courses in this system of Normal Schools, or their equivalents, and who desires to make teaching a profession for any length of time,

shall be entitled to graduation, as per above.

These Articles have been submitted to the careful scrutiny of the following named persons and many others whose names do not appear here, and the following endorsement has been

voluntarily contributed.

"We have considered the 'Plan for Normal and Institute Work,' prepared by Prof. John Ogden of the Ohio Central Normal School at Worthington, and are ready to indorse it most unqualifiedly. We believe it to be not only good theoretically but entirely practical. It proposes to do what seems especially necessary to be done, if the teachers of our State are to derive the fullest benefit from the provisions made by the State and themselves for their professional improvement.

[Signed.]

John Hancock, Supt. Schools, Dayton, O.

W. G. Williams, Prof. Languages, Ohio Wesleyan University, Delaware, O.

J. J. Burns, State Commissioner of Schools, Columbus, O.

T. W. Harvey, Supt. Schools, Painesville, O.

A. Schuyler, President Baldwin University, Berea, O.

R. W. Stevenson, Supt. Schools, Columbus, O.

We would further beg leave to assure, our fellow-teachers, that these Articles have been prepared with a single and sincere purpose of furthering the interests of Normal Instruction in our State, irrespective of any particular school or locality. We would be willing to sacrifice our own school and ourselves

also, if thereby this great and good object could be attained, viz., the permanent establishment of a system of thorough professional instruction for the teachers of the State. This object is paramount to any mere personal preferences. All selfish ends should be sacrificed. All animosities sunk here. Teachers of the State owe this to their profession, especially to the younger members of it, viz., to furnish better opportunities for professional preparation than are now enjoyed; and while the Ohio Central Normal School now represents this Central School, with two or three Branches already in process of organization under the direction of a State Board, most of whose names appear as vouchers for this plan; yet it contemplates a free choice of any other school that may be more likely to command the confidence of the public.

But, fellow-teachers, do let us have something. Let us improve, if possible, the present means and opportunities within our reach, for the benefit of teachers, and then we can, with more confidence, ask the State to do something for us. Let us have something that really represents the true idea of our National and State System of Education, common and collegiate; and let this be uniform and guarded against the abuses incident to our present want of system.

The true ideas of the profession are conserved in its acknowledged heads. This is true of any profession; and it is true whether they appear in an organized form or not. What we need, therefore, to-day, is to give prominence and potentiality to these ideas, by placing them within the reach of the younger members of the profession, where they may learn them and use them. We cannot reasonably expect them to do this when we withhold them. We cannot expect these younger and less-experienced members to become what we should all be glad to see them, without our help—help too, in a practical way. Let those, therefore, occupying high and responsible places, make these ideas universal, so that the country school shall rival the city school. This cannot be done by merely making speeches and passing resolutions. It requires work. Who will lend a helping hand?

Parties wishing to avail themselves of the advantages of organizing under the State Board already appointed, are requested to correspond with the undersigned, or any member of the Board, as per above.

JOHN OGDEN, Ohio Central Normal School, Worthington, Ohio.

QUESTIONS AND ANSWERS.

18. What is the pronunciation of "vehicle"?

Ans.—The generally-accepted pronunciation is "vē'hĭ-kle," although Stormonth makes the h silent. The difference, however, is very slight.

19. A little dictionary published by the "National Book Co," Rockland, Mass., has "con-serv'-a-tor, al-ge-bra'-ist, pro-nunci(sě)-a-tion; i and y in such words as progeny, diploma, diplomacy, nullity, nudity, &c., have sound of ĕ. Are these correct?

Ans.—Such pronunciations show that the book is not worth much orthoepically considered. It tallies with the wrethed pronunciations in Zell's Encyclopædia. To the question we answer no. It should be observed that Perry, Knowles, Smart, Craig, Wright, Cooley, Cull, and Stormonth, all pronounce the c in pronunciation as s while most other authorities pronounce it as sh. To pronounce ci as "se" is plainly wrong.

20. Should not an unabridged dictionary contain all the common words, or may it not be that a few have been omitted unintentionally?

Ans.—Many words are omitted because overlooked, and doubtless sawbuck, mentioned by the querist, is one of them. A complete dictionary would contain all words, but no such dictionary has as yet been published and probably never will be. Webster's is the best approximation to this ideal.

21. On the Teacher's Report to the Township Clerk, the rule for finding the per cent of attendance is "Multiply the average daily attendance by 100 and divide by the average monthly enrolment." Is this rule correct?

Ans.—Certainly it gives the per cent the average daily attendance is of the average monthly enrolment. The querist makes out an ideal case in which the per cent is 100. This is brought about by having no pupil miss a day between the time of entering school and leaving. The monthly-enrolment plan considers a pupil as absent all the days of the school month in which he does not attend whether these days are before he enters or after he leaves. This evidently generally reduces the per cent considerably, in the ideal case given more than 18 per cent.

22. How do you pronounce the words Algonquin, Iroquois, Loudoun, Massasoit, Powhattan, Chapultepec, Chihuahua, Churubusco, Houston, Juarez, Kearsarge, and Rosecrans?

Ans.—The querist calls in question the pronunciation of these words as given in Ridpath's History of the United States. Of these twelve words Ridpath mispronounces ten, or all but Iroquois and Powhattan. We give our own pronunciations which may be verified by reference to the best authorities:—āl-gòn'kwǐn; Ir'e-kwois or kwoi; lou'don; mās'a-soit; pouha-tān'; chā-pōōi'tā-pēk; chē-wā'wä; chū-rū-bōōs'kō; hū-ston; hwā-rās', Mexican pron. (hwā-rāth' Span. pron.); kēr'sārj; and rōz'krānz. Ridpath's attempted French pronunciation of quois in Iroquois as kwah can hardly be said to be common in this country, and Powhattan he spells with one t. We give Ridpath's ten incorrect pronunciations:—āl-zhōnkēn'; loō-dōōn'; mās-sās'ō-It; kah-pōōl-tā-pēk'; she-wah'wah; koo-roo-boos'kō; hows'tūn; yaw'rēth; karh'sahr-ge; rōs'ē-krahns. Worcester accents Massasoit on the last syllable but gives Ridpath's pronunciation as an alternative. We prefer, however, to accent the first syllable as is done in the recent edition of Webster, the previous editions agreeing with Worcester in accenting the last syllable. We give Rosecrans in two syllables in accordance with the authority of the family.

EDITORIAL DEPARTMENT.

-WE have received the first ninety-six pages of the Ohio School Report for the year ending August 31, 1879. We gather from them the following statistics:-School youth (6 to 21 years of age, unmarried) in Sept., 18791,043,320 School districts......2,012 Township sub-districts 10.842 Cost of school-houses erected within the year......\$580,801 Value of school property (estimated)......\$21,103,255 Duration of the schools in weeks (average).......30 Pupils enrolled.......734,651 Daily attendance.......459,990 Receipts, including balance on hand Sept. 1, 1878......\$11,243,210,88 Expenditures......\$7,711,325,24

A comparison of the items with those of the previous year shows respectively the following increases and decreases:—1,357 increase, 14 increase, 73 increase, \$263,021 decrease, \$226,609 decrease, 96 increase, 381 increase, 1 decrease, 5,543 decrease, 5,380 decrease, 790 increase, \$205,610,21 decrease, and \$283,800,21 decrease.

The number of township superintendents has increased from 12 to 20. The number of other superintendents, 186, remains the same. There has been an increase in the number of pupils studying reading, spelling, penmanship, arithmetic, geography, English grammar, composition, drawing, vocal music, map drawing, or lessons, U. S. History, German, algebra, geometry, trigonometry, chemistry, geology, astronomy, bookkeeping, moral philosophy, rhetoric, Latin, and Greek; the most marked increase being in arithmetic, over 107,000, oral lessons over 35,000, and composition over 28,000. There has been a decrease in the number studying physiology, physical geography, natural philosophy, surveying, botany, natural history, mental philosophy, logic, French, and general history.

We call especial attention to the points discussed by Mr. Burns. He does not aim to fill much space with discussion, but throws out hints and statements here and there which are much more effective than discussions spun out to an inordinate length.

[—]Some men who have never had any experience in teaching propose educational reforms, which are like too many of the ventilating flues—they would work well if turned upside down, if cold air would move upward, or if, in short, forces would not so blindly follow natural laws.

——GEN. ARMSTRONG, of the Hampton Institute, is encouraging the Indian pupils to paint pottery. Have a care, General, lest you go beyond the "enumerated branches." Keep your pupils on something "practical" like Cube Root and Permutation, but beware of the "ornamental."

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—The law does not permit any of the common branches to be taught in any language but the *English*. A teacher, therefore, who gives instruction in arithmetic, for instance, in a public school and in the German language, commits an illegal offence. Such a teacher could be lawfully removed from his position. This law seems to bear heavily on German teachers who have not mastered the English language and who are employed to teach the common branches in Ohio. There is but one thing, however, for the German teacher to do in such a case, and that is to study the English language.

—The forthcoming report of the Hon. J. J. Burns will contain two new tables, XXXVII and XXXVIII. The first shows an enrolment in the High Schools of seventy-five Cities and Villages of 8,345 pupils, 3,293 boys, and 5,052 girls, and total number of graduates up to date Aug. 31, 1879, 4,803, 573 boys, and 1414 girls. In the item of graduates forty-eight cities and villages failed to report, and ten, including Cincinnati with a total of 1333, failed to classify the graduates as to sex. The second table besides much interesting matter gives the occupations of the parents of pupils attending the High Schools. These tables are the beginning of valuable statistics which may be turned to good account when the High-School question again comes up for discussion. Mr. Burns is to be thanked for starting these tables, and we hope they will be continued in future reports and perfected as far as possible.

7.

⁻I AM a great friend to county supervision, yet my friendliness depends upon one condition, and that is that our law shall be such as shall enable us to get good and efficient men into office. I am informed on good authority, that in some of the States where superintendents are elected by popular vote on a general ticket, this has not always been the case, by any means. Now if we are to have "the boys" who run with the political machine as superintendents, you may set me down as decidedly hostile. Better wait half a century for the right thing to be done, than to accept the thing just mentioned. But the "Ohio plan" as developed in the bill for "optional county supervision," lately introduced into the Legislature, if adopted, will, I am convinced, give us good men for the office. The establishment of county boards of education, and the election by them of the county superintendents is an admirable conception; and we call upon our friends of that part of the world which lies east of the Alleghanies to look this way and envy. It is something better than the "Quincy system," and a great deal newer. Ohio always will be in the van-but stop a moment! The bill has not yet passed. Possibly, therefore, it may be well to defer our shouting.

—The world has no appreciation of genuine humor. If it had it would break forth, when listening to the crude criticisms of our politicians on school matters, into a guffaw that would shake the very stars. Nothing on earth could be funnier than their owl-like deliverances, unless it should be the ponderous praises of the same by the newspaper press. No finer specimen of this peculiar and delightful humor has come under my notice than is to be found in a report of an address by Ex-Governor Howard before a recent meeting of the Rhode Island Institute of Instruction. The Ex-Governor is entitled to go up head. The report says:

"After alluding briefly to the "Quincy system," and commending it as tending to unfold the perceptive faculties, the speaker, in the same connection, called attention to that class of studies for the maintenance of which the only plea set up was that they disciplined the mind. Blot them out, he said. Such studies ought to have no place in our curriculum. If studies which had connection with the great industries of life did not contain within themselves an element to create mental discipline, then let the mind go undisciplined. Furthermore, the speaker was inclined to think that he would like to see other kinds of discipline done away with. He would have no punishment because a pupil was not in his seat at a precise time. He believed in making the school attractive, and in having the boys and girls come to school as they wanted to come. Then he would do away with classes. Children of different inclinations, temperaments, and degrees of artitude ought not to be thrown all together in one class. The teacher ought to devote time to ascertaining the tendencies and capacities of the scholars before him, and govern them accordingly. The newspaper was about as good a text-book as the teacher could have to teach from. In it could be found all kinds of subjects. You could find there geography, history, polite literature, everything that made up the great work of education, and the pupil would not fail to be interested."

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One thing seems to be pretty well settled in the minds of people interested in the public school, and that is that the boards of education in our cities and larger town have, as a rule, too many members. These boards are, under our laws, invested with very extensive powers, and the responsibility for their exercise ought to be concentrated upon a few individuals. Were this the case, greater caution and deliberation would certainly be exercised. The more wards in a city and the greater the number of members of council the more profligate the expenditures. The same is true of large boards of education. Cincinnati has a board of 50 members, Cleveland, more moderate, has 18, Dayton 28, and other cities run along in the same fashion. Now a board of ten members is large enough for any city. A board of that number is amply sufficient to pass rules for the management of the schools and look after their financial interests, and that is all any board should attempt to do. All matters pertaining to the instruction, examination, and supervision of the schools should be in the hands of the superintendent and teachers. with a committee of the board to have a general oversight of the whole, The less the board interferes with these things in a miscellaneous way, as is now so common, the better. Let the legislature move in the direction of small boards, say we.

---THE following extracts will explain themselves:-

Dr T. C. Mendenhall, the famous Ohio Educator and Institute Instructor, now abroad, writes "Japan Notes" to the Ohio Educational Monthly. These alone are worth more than it costs to take that excellent Journal. We belong to the "ungraded section," and fight County Supervision, but we believe in the Educational Monthly, and generally speaking would not give a teacher a dollar a month who does not take that or some kindred publication.—Guernsey-County Times, Feb. 12, 1880.

Hon. W. D. Henkle, of Salem, Ohio, has furnished this office with the January and February numbers of *The Ohio Educational Monthly and National Teacher*, of which he is editor and publisher. These numbers begin the twenty-ninth volume of that ever excellent school journal. It is one of the most elevated and orthodox publications of its kind, and is ever as full of good things for the thinking teacher as an egg is full of meat.

We know of no educational monthly that as fully and pointedly reports the educational work of its State as this does of Ohio; but while this is a prominent feature, it is not, by any means, the chief feature of this magazine. There are always a number of able articles on topics of interest to almost every educator, and such as W. Va. teachers should read. Now that our "Journal of Education" is no more, we advise our teachers—every one of them—to send fifteen cents to Mr. Henkle for a specimen number of his magazine—and also, all-teachers who are willing to invest more than fifteen cents in fitting themselves for their profession, to send \$1.50 for the "Monthly" for 1880.—The Gilmerite, Glenville, W. Va., Feb. 17, 1880.

—We had all of Prof. Potwin's article on Latin'Idioms in type, but found it too long to print in one number. It will be concluded in our next issue. We have struck off a very few copies of the whole article in pamphlet form, convenient for the use of teachers of Latin. These will be sent by mail for 10 cts. each. The article is the work of much labor, and deserving of careful study.

EDUCATIONAL INTELLIGENCE..

- --- "The Practical Teacher" appears in new attire.
- ——THE Summit-County Teachers' Association was to meet at Akron, Feb. 28.
- ——The teachers of Allegheny, Pa., publish a 'neat periodical called the "Allegheny Teacher."
- —House Bill No. 165, by Mr. Koons, is entitled "A Bill to authorize the appointment of county superintendents of common schools."
- —The enrolment in the Mainville (Ohio) High School is forty. Last year it was only twenty-one. The pupils are remarkably punctual.
- ——WE have received more of Hull's Free-Hand Drawings. Three sheets containing 90 drawings sent for 25 cts. Address W. N. Hull, Cedar Falls, Iowa.
- —THERE are fifty teachers now employed in the Canton Public Schools. The enrolment of pupils is 2340. The cases of tardiness in January was 107.

- ——There was a meeting of teachers at Vernal-Grove School-house one mile and a half from Salem, Feb. 28.
- ——The State School report will not be ready before the first of April and possibly may for some unforeseen reason be delayed beyond that time.
- —Two hundred and fifty-eight pupils received Feb. 6, certificates to enter the Cleveland High Schools. Gen. M. D. Leggett delivered an address.
- ——THE Educational portion of the Butler-County Democrat of Feb. 12, filled nearly three columns, one of its articles being in favor of Educational Journals.
- ——We have received an application for a good teacher of vocal music in a town of about four or five thousand inhabitants, in Ohio. We know of no one to recommend.
- ——"The Penman's Art Journal" is the title of a monthly published by D. T. Ames, at 205 Broadway, New York, N. Y., at \$1.00 a year. It presents a neat appearance.
- ——There is an ungraded school in Wapakoneta, but strange to say it is not under the control of the Superintendent. In the graded schools there are eight teachers beside the German teacher.
- ——The Literary News a Monthly Journal of Current Literature" has just entered on a new series. It is edited and published by F. Leypoldt, 15 Park Row, New York, N. Y. Price 50 cents a year.
- ——The Third Congressional District Association will hold a session at Franklin on the 13th of March. State Normal Schools and Optional County Supervision are heartily indorsed by this Association.
- ——The total enrolment in the Public Schools of Norwalk, Ohio, for the term ending Dec. 24, 1879, was 914, and average enrolment 863. The average daily attendance was 95 per cent of the average enrolment.
- ——The report of the schools of Steubenville, Ohio, up to February, 1880, shows a healthly state of school affairs as to attendance, punctuality, etc. The enrolment in Jan., 1880, was 1872, in the Fall Term 2123.
- —The first session of a new Association—the Southwestern Ohio—will be held at Hamilton on the 10th of April. There has long been room, even among the many teachers' associations in Ohio, for a Southwestern.
- —The next meeting of the Southeastern-Ohio Teachers' Association will be held in Parkersburg, W. Va., April 23 and 24. Dr. Pendleton, Dr. Hancock, the Hon. J. J. Burns, J. P. Patterson, and others are expected to read papers.
- ——HOUSE Bill No. 172, by Mr. Brown, of Butler County, is entitled, "A Bill to provide for the purchase of books, at a reasonable rate, for the use of common schools." Mr. Brown is a member of the Hamilton Board of Education.

- ——In a critical article on Latin Pronunciation in the Educational Weekly of Feb. 19, by Prof. S. S. Haldeman, he says of Prof. Fisher's "Three Pronunciations of Latin" that "its errors begin with the first page and end with the last."
- —The Ross-County Institute will be held in Chillicothe the third and fourth weeks of August. Sup't Richardson, of that city, with Mr. H. A. Ford and Mrs. Kate B. Ford, 1909 Euclid Avenue, Cleveland, have been engaged as instructors.
- ——"The Hamilton School Magazine" is one of our new exchanges, although it has entered upon its sixth volume. It is a neat two-column covered periodical. It fails to tell which Hamilton is meant, but its tone indicates that it is Canadian.
- ——At the last meeting of the Board of Agriculture of Gallia County it was determined to set apart and fit up a room on the fair grounds to be used as an Educational Department, in which all the teachers in the county are invited to exhibit specimens of the work done in their respective schools.
- ——House Bill No. 173, by Mr. Clement, is entitled "A Bill granting to women the right to vote for members of school boards and be eligible for election as members of the same," provided they can read intelligibly from the Statutes of Ohio, and write a plain hand, etc. We add, "and can write better English than Mr. Clement."
- —Those who apply to the Hon. J. J. Burns for copies of the School laws should send stamps to pay postage. The postage on each copy is 9 cts. The School department cannot pay the postage as the contingent fund is not sufficient for the purpose. The Commissioner says that the office is "literally and figuratively out of stamps."
- ——The Gallipolis Board of Education has recently completed the erection, in front of the school grounds, of a very handsome iron fence, at a cost of \$1400. Each gate is surmounted by an arch bearing the words, Union School, and the posts on either side of gates bear handsome lamps which are ornamented with the monogram U. S.
- —House Bill No. 279 by Mr. Hopkins is "to create a county board of education, and define its duties." This bill ought not to pass. There is too much tinkering with the school laws. We need additional effective supervision for rural schools, a good normal-school system, and a better institute system. When we get these we are willing that the school laws shall remain unchanged for a quarter or a half of century.
- ——A teachers' meeting was held at South Toledo, Feb. 7. S. S. Ashbaugh spoke on "Teaching Grammar to Beginners." The address was discussed by Messrs. Kenaston, Bassett, and Poulson. A. D. Orwig gave a lesson in Mathematical Geography; T. B. Pinkerton read a paper on "Examinations of Teachers," which was discussed by Messrs. Poulson, Ashbaugh, Seguin, and Kenaston. School Government was a subject for general discussion.
- ——The Northeastern-Ohio Teachers' Association met in Cleveland, Feb. 14. H. M. James's Inaugural Address was discussed by Col. D. F. De-

Wolf, and Prof. Judson Smith's paper on "The Work of the Public School," by T: W. Harvey, D. F. De Wolf, G: N. Carruthers, H. A. Ford, and Prof. Hartshorn. The reading of C. W. Carroll's paper was postponed until the next meeting which will be held in Cleveland the second Saturday of April. The two addresses read were published in the "Cleveland Leader."

- —We have received the first number of "The Teacher's Album," an 8-page 4-column quarterly published at Gallipolis, Ohio, by Henry Collins, A. M., Principal of the Gallia Academy, a school which seems to be doing excellent service in Southern Ohio. The price of the Album is 50 cents a year. Thanks for an excellent notice of the Ohio Educational Monthly. We hope the Album will stir up teachers in Southern Ohio, who have heretofore read no educational periodical, to a sense of their duty.
- —The following is from the Cincinnati Daily Star of Feb. 7. "Superintendent L. D. Brown has directed each teacher in the schools to arrange an hour's exercise in honor of Washington's Birthday. The early history of the country, the life and times of Washington, the history of America in the nineteenth century, and the singing of National songs will, therefore, receive attention during the present school month. This is a step in the right direction. Patriotism should not be omitted in the training of children."
- —"Coshocton Public School Gazette" is the title of a new 3-column periodical just received. It is conducted by E: E. Henry, Superintendent of the Coshocton Public Schools. It says this about the *Ohio Educational Monthly*. "Every teacher ought to have it. The February number has an able article by the editor on the 'Encyclopædia Britannica.' Take the monthly school journal and you will have an Encyclopædia, for the editor, Dr. Henkle, is called the 'Walking Encyclopædia' of Ohio." Here the editor of the Monthly blushes but subscriptions to the Monthly will change his blushes to smiles.
- —The senior class of the Public High School at Washington C. H. has made elaborate preparations to inaugurate Class-Day Exercises. The exercises are to take place in the school yard. Sup't. Patterson and Sec. Cleaveland are the committee on music, Janitor Young and Treasurer Hopkins on Ground and Stage, Principal Jackson and Michael Johnson, on program and "order of the day," and Mrs. Buhlow and Rettie Nolan, on Ivy Planting, Lottie Cleaveland will have the "Ivy Oration," and Austin Hopkins, the "Class Memorabilia," and the Rev. Mr. Miller will be the "Ivy Guardian."
- —The previously-announced program of the Fayette-County Teachers' Association at Staunton, Feb. 14, was as follows:—"What shall we read?" Miss M. A. Purdue; discussion to be opened by Ed. Carr; "A Review of The Vicar of Wakefield," Mrs. Von Buhlow; Discussion—"Shall Ohio have an effectual Compulsory Education Law?" Affirmative—Ella Simkins and J. M. Edwards, Negative, Alice Todhunter and Col. H. B. Maynard. We have omitted the singing of solos, quartets, instrumental duets, etc. We learn that the deceased County educational paper was resurrected at this meeting.

THE Fulton-County Teachers' Association met Jan. 17, at Spring Hill. The attendance was large. The teaching of the Higher Branches was discussed by John McConkie, T. J. Wilcox, Mr. Waid, Mr. Campbell, Mr. Hays, and A. S. Van Buskirk. After a general exercise in grammar L. W. Campbell spoke on Analysis, of which there followed a general discussion. Mrs. E. J. Van Buskirk read an essay on "The Teacher." The Question Drawer contained thirty pertinent pedagogical questions. Among the resolutions passed was one asking the County Examiners to raise the standard of qualifications for teachers' certificates.

—The Northern Columbiana-County Teachers' Association met in Salem, Jan. 31. G: N. Carruthers spoke on "How to secure Attendance at School." He was followed by C. B. Galbreath and W: D. Henkle. F. H. Umholtz spoke on Drawing, giving practical illustrations of "how to begin." W. T. Jackman discussed "School Government;" and W: D. Henkle spoke on "The Teacher out of the Schoolroom." About sixty teachers were present, besides many visitors. Adjourned to meet in Columbiana the second Saturday in March, and in New Lisbon the second Saturday in May.

—The Butler-County Teachers' Association met at Hamilton, Ohio, February 14. The attendance was large, several prominent teachers of other counties being present. The program was as follows:—"The Value of Language Study," J. M. Slicher; "Some Schoolmasters of Fiction," L. D. Brown; "Readings," C: M. and Julia Woodmansee; "Language," S: I. McClelland; "Lessons and Recitations," J. W. Coyle; "Educational and Professional," J. C. Myers. W. H. Stewart, T: A. Pollok, and Dr. Granville Moody, participated in the discussions. Excellent music under the direction of L. R. Marshall was as usual a feature of the exercises. Among those present from other counties were G: A. Carnahan, W. H. Gibson, H. Bennett, and J: M. Withrow. The next meeting will probably be held the second Saturday of May.

—The Warren-County Teachers' Association met in Waynesville, Jan. 24. Attendance about 200. G. J. Graham presented the claims of Penmanship. The subject was discussed by W. W. Leonard, F. M. Cunningham, and Peter Sellers. D. W. C. Jack read a paper on "Early Knowledge" which was discussed by Messrs. Cunningham and Sellers. W. C. Reeder read a paper on "What shall be studied?" advocating the study of Latin in Public Schools. His views were endorsed by H. Bennett and J. F. Lukens. J. D. Davis advocated the study of mathematics as of the first importance. He was followed by R. M. Mitchell, H. Bennett, and Seth H. Ellis. J. W. MacKinnon spoke on "Why so many teachers fail." He was followed by Messrs. Ellis, Sellers, Cunningham, Bennett, and Lukens. Adjourned to meet in Mainville, March 27, 1880.

—The previously-announced program for the meeting of the teachers of the counties of Wyandot, Hardin, Hancock, and Seneca, at Carey, Feb. 14, was as follows:—Geography—What and How? U. G. Stringfellow, to be discussed by E. L. E. Mumma and Sup't. Porter; Reading in our Public Schools—B. W. Waltermire, to be discussed by A. G. Crouse and Z. T. Gilbert; Etymology and Syntax—Which first? How? J. W.

Knott, to be discussed by W. F. Hufford and Ida Lehr; Arithmetical Forms-L. M. Sniff, to be discussed by E. P. Dean and D. E. Niver; Corporal Punishment, J. A. Pittsford and J. A. Vail; and Word Analysis-W. T. Platt, to be discussed by F. C. Furgerson.

-The following from Prof. J. M. Long, of Missouri, explains itself:-"In response to your invitation, I will make a small contribution to the Mathews-Venable fund. On page 74, Mathews, speaking of concentration, says, 'It was thus that Macdonough, the hero of Champlain, won his victories. He pointed all his guns at the 'big ship' of the enemy. No matter how hot the fire from the others; every ball must be hurled at the 'big ship' till her guns were silenced.'

On page 84 of 'The Student's Manual,' the author speaking of the same subject, says:—'So with McDonough, during our late war. He directed all his force, every gun, against the 'big ship' of the enemy. No matter how pressing or annoying others might be; every ball was to be sent towards the 'big ship,' till her guns were silent.'

Doubtless the same book if any one would take the trouble to examine

Doubtless the same book, if any one would take the trouble to examine, would afford other examples of what Prof. Mathews would term unconscious cerebration."

This was sent us six months ago.

-The following is the list of persons to whom the State Board of School Examiners has granted certificates for the examination held in Columbus. December 30:

Sarah C. Stubbs, Adeline A. Stubbs, Charlotte Gibson, and Mary L. Hancock, of Cincinnati; S. Steffens of Lima; M. E. Hard of Gallipolis; Mrs. P. Patterson of Washington C. H.; J. S. Lowe and Mrs. J. S. Lowe of Shelby; E. H. Mark of Bloomingsburg; James L. Wright of Canal Dover; I. M. Clemens of Madison; S. E. Shutt of Akron; M. J. Hartley, O. S. and S. O. Home, W. H. Rowlen, of Martinsburg; J. W. MacKinnon of London; W. J. White of Springfield; F. M. Ginn of Clyde; W. H. Mitchell of Gallipolis; A. A. McDonald of Toledo; Joseph Rea of Newcomerstown.

Special certificates in music were granted to J. A. Scarritt of Columbus, and S. A. Collins of Sandusky.

—-Тик Hamilton-County Teachers' Association met in Cincinnati, Feb. 14, 1880. "Resolutions were adopted to the following effect: first, in favor of rigid tests in examinations of applicants for teachers' certificates; second, first-class certificates to be renewed without re-examination; third, United States history, physiology, and English literature to be added to the common branches on certificates; fourth, two days to be taken for examinations; fifth, the greatest vigilance to be maintained. and all attempts to practice dishonesty to be punished by a refusal to grant a certificate; sixth, examiners should test ability more than memory; seventh, county teachers alone should be made county examiners.

Birdie Dinmont of Elizabethtown, recited a poem; afterward Mr. Peaslee gave details of the coming celebration of Longfellow's birthday. Mrs. A. B. Johnson, of the Avondale schools, read a paper on the question, "Is woman in any or all senses inferior to man?" Mr. H. H. Fick, Superintendent of Drawing, read a paper on that branch of education. J. M. Miller of Lockland, led the music, which included a solo by Miss Mamie Fields, with flute accompaniment by Mr. Eugene Dubbs. OOGIC

-THE Department of Superintendence of the National Educational Association met in Washington, Feb. 19 and 20. L. A. Butterfield read a paper on "Visible Speech," which was discussed by several gentlemen, among them Alex. Graham Bell, the inventor of the telephone. Hon. T: W. Bicknell made a motion to appoint a committee to consider the matter of a National Council of Education with power to call a preliminary meeting in connection with the meeting of the General Association in Chautauqua, July 13, 14, 15, 16. According to an amendment offered by the Hon. J. P. Wickersham, the committee is to report to the Board of Directors of the Association. The committee appointed consists of T: W. Bicknell, J. Ormond Wilson, J. P. Wickersham, W: T. Harris, D. B. Hagar, H. S. Tarbell, I. N. Carleton, J. H. Smart, H. E. Shepherd, and G. J. Orr. C. D. Randall's paper on Neglected Children was read by A. P. Marble. In the evening the Hon. J. H. Smart made his report on a "State System of Education," which was discussed by J: D. Philbrick, W: T. Harris, Gen. C. E. Hovey, and G: P. Beard. Dr. Hovt offered a resolution commendatory of Dr. C. D. Randall's paper read in the morning. Dr. D. C. Gilman read a paper on University Education. which was discussed by H. E. Shepherd, A. P. Marble, and Dr. Hoyt. On Friday morning the Hon. J: W. Dickinson read a paper on "The High-School Question," and the Hon. J: D. Philbrick, one on "Industrial and Technical Education in its Relation to Elementary Schools." Pollock invited the Department to visit her kindergartens, and on leave she spoke on the Kindergarten Question. Mr. Philbrick by request explained the working of a technological museum. Dr. W: T. Harris read a paper on "The Census of 1880, from an Educational Standpoint," and Dr. Barnas Sears, Agent of the Peabody Fund, being introduced made a few remarks. A class of little children under the guidance of Miss Gertie Cowling, a pupil of the Normal School, went through various school exercises. Discussion of the different papers read was resumed and participated in by Messrs. Shepherd, Hoyt, Richards, Sears, and Wickersham. At 2 o'clock the Department adjourned and the members proceeded to pay their respects to President Hayes; Carl Shurz, and visit the Corcoran Art Gallery. Messrs. Harris, Wickersham, and Dickinson. however, went to the Congregational Church where they addressed 500 teachers who had assembled to hear them. The evening session was devoted mainly to the discussion of the proposition to set aside the proceeds of the sale of lands for educational purposes, speeches being made by Messrs. Ruffner, Orr, Harris, Wickersham, Philbrick, and Gen. S. C. Armstrong. A resolution, offered by Mr. Ruffner, urging the passage of a law directing such use of land sales, was adopted. D. B. Hagar, Chairman of the Committee on Resolutions, reported resolutions of thanks to the Board of Education, Sup't Wilson, Gen. Eaton, to the proprietor of the Ebbitt House, and to Mrs. Pollock for offering to educate free in her Normal Kindergarten one person from each State who may be recommended by the State Superintendent; also a resolution calling especial attention to the matter presented in C. D. Randall's paper in relation to neglected children, and urging upon Congress to do the fair thing in reference to the school interests of the District of Columbia. After

adjournment the members were entertained with a sumptuous banquet at Harvey's. Colorado was represented by Aaron Gove; Conn., by I. N. Carleton; D. C., by Gen. Eaton, J. O. Wilson, Jos. M. Wilson, Z. Richards, Mrs. Lucy Pollock, Gen. C. E. Hovey, Dr. Hoyt, J. Bigelow, J. Enthoff, and J. L. Smith; Ga., by G. J. Orr; Ill., by J. P. Slade; Ind., by J. H. Smart, H. S. Tarbell, Ham. S. McRae, and J. L. Irwin; Md., by M. A. Newell, H. È. Shepherd, and D. C. Gilman; Mass., T: W. Bicknell, J: W. Dickinson, E. A. Hubbard, A. P. Marble, J: D. Philbrick, D. B. Hagar, L. A. Butterfield, and A. G. Bell; Mo., W: T. Harris; N. Y., J. W. Schermerhorn; Ohio, R. McMillan; Pa. J. P. Wickersham, G: P. Beard, G: J. Luckey, and W: A. Lindsey; R. I., T. B. Stockwell; Tenn., C. C. Painter and J. W. Hayte; Va., W. H. Ruffner, Barnás Sears, and Gen. S. C. Armstrong; W. Va., W. K. Pendleton and J: C. Hervey.

PERSONAL.

- -J. C. Kinney has been appointed a local examiner in Norwalk, O.
- ——Hon, J. J. Burns will deliver the address at the graduating exercises of the Gallipolis High School in June.
- —L. D. Brown of Hamilton, Ohio, has written a vigorous letter to the Citizens' Press of Caldwell in favor of School Supervision.
- ——S. H. White, late Principal of the County Normal School at Peoria, is now acting temporarily as Business Manager of the Peoria Transcript.
- ——E. H. Marks of Bloomingburg, Ohio, whose name appears in the list of those who obtained State certificates in December last, was examined in twenty-one studies.
- —J. P. Patterson has taken such an interest in Science Culture that his services are in demand not only at meetings of teachers in our own State but also in other States.
- ——The Hon. J. J. Burns will address, next June, the graduates of the Washington C. H. High School, and H. H. Edwards, a member of the Board of Education, will address the Grammar-School graduates.
- ——Miss M. E. Herbert, has resigned her position in the Bellefontaine Public Schools which she has held for several years, to teach in a girls' school in Delaware, Ohio. This personal was accidentally omitted in our last issue.
- —A. G. MARSHALL read a paper against the Metric System before the Fayette-County Teachers' Association, at Bloomingburg, Jan. 17. His views were opposed in discussion by Messrs. Stinson, Hyer, Jackson, Patterson, and Miss Todhunter.
- ——Prof. Robert Kidd has been giving a month's course of lessons in elecution to the students of the Allegheny Theological Seminary. Previously he gave a two weeks' course in Gambier, Ohio, to the students of Kenyon College and Theological Seminary.
- —W. H. MITCHELL, County Examiner, and M. E. Hard, Superintendent of Public Schools, Gallipolis, Ohió, were both successful candidates for State certificates at the late examination held at Columbus, Dec. 30. These are the only State certificates held in Gallia County.

- —Hamilton S. McRae, Superintendent of the Public Schools of Muncie, Indiana, and a candidate for the Republican nomination for State Superintendent in Indiana, spent a day in Salem, Ohio, on his way to attend the meeting of Superintendents in Washington, Feb. 19 and 20. On his return he visited the Public Schools of Cleveland.
- —L. M. DILLMAN and Anna M. Carson were married at the residence of the bride's parents, Reily, Ohio, February 11th, 1880, by the Rev. I. De La Mater of Cincinnati. Mr. Dillman was at one time the Principal of the Monroe (Ohio) Schools. He afterward was a successful Superintendent of schools in Indiana. At present he is the general agent of Van Antwerp & Co. for the State of Illinois. The bride was at one time a teacher in the schools of which her husband was the Superintendent. She will now become the Superintendent of a cosy home at Bloomington, Illinois.
- -DR. WM. Bowen died in Akron, Ohio, Jan. 15. He was born in Genesee County, New York, in 1805. He assisted in organizing the graded Schools at Massillon, Ohio, and served as a member of the Board of Education when Lorin Andrews was chosen the first Superintendent. In November, 1846, he started in Massillon the "Free-School Clarion," which before he turned it over to Lorin Andrews in 1848, had reached a circulation of 700. At Teachers' Institutes held in October and November, 1847, in the counties of Ashland, Geauga, and Summit, M. F. Cowdery of Lake County, Lorin Andrews of Ashland County, A. D. Lord of Franklin County, W: Bowen of Stark County, Josiah Hurty of Richland County, T: W. Harvey of Geauga County, A. H. Bailey of Ashtabula County, M. D. Leggett of Summit County, and J. Sloan of Knox County, were appointed a committee "to take into consideration the propriety of forming a State Teachers' Association, and to fix upon the time and place of organizing the same." The call appeared in the "Free-School Clarion," signed by all of the committee except Lord, Bailey, and Sloan. the six signers are still living except Dr. Bowen. The latter portion of Dr. Bowen's life was spent in Akron where for a time he served as a member of the Board of Education. The only time we ever saw Mr. Bowen was when he made a visit to Salem in 1868 to tender us the superintendency of the Akron Public Schools at a salary of \$2500 a year.

BOOK NOTICES.

THE JEWISH-CHRISTIAN CHURCH; A Monograph. By B. A. Hinsdale, A. M., President of Hiram College. 1878. Pages 111. Price 50 cts. (?).

In Part I, the author discusses some features of Jewish Culture under the heads "Conditions of Growth," "Two Elements of Civilization," "The Law," "The Priesthood," "The Prophets," "Rabbinism," "Heathenism," and "Recapitulation;" in Part II, he treats of "The Jewish-Christian Church" under the heads "Introduction," "Before Pentecost," "Jerusalem and Judea," "Samaria," "The Conversion of Cornelius," "The Conversion of Greeks in Antioch," The Council of

Jerusalem," "The Ministry of Paul," "The Catastrophe," "Summary and Conclusion."

The author shirks no problems or difficulties that bear upon the discussion of his subject.

ECCLESIASTICAL TRADITION; its Origin and Early Growth; its Place in the Churches; and its Value. By B. A. Hinsdale, A. M., President of Hiram College. 1879. Pages 200. Price 75 cts. Sent with The Jewish-Christian Church for \$1.00.

The subject discussed in this little volume is an interesting one. The author aims to be historical rather than critical. The drift of the work is to show the fatal weaknesses of tradition. To us there seems to be little difference between written records and traditions. Records themselves are often no more than formal statements of traditions. They serve in a measure to preserve the status of traditions at given epochs. The teachings of Jesus gave rise to the New Testament, and hence antedate it.

OUR COMMON-SCHOOL SYSTEM. By Gail Hamilton. Boston: Estes & Lauriat. Pages 358. Price \$1.50.

This work consists of papers with the following titles:- Equalizing Wages, High Schools, Industrial Schools, Normal Schools, The Form of Blanks, Examination under the Microscope, The Supervisory Fever, Milk for Babes, Official Supervision and Personal Supervision, On the World-wide Sea, Purification by Supervision, The Foolishness of Teaching, Corporal Punishment, Salary of Teachers, The Degradation of the Teacher, and For Substance of Doctrine. Miss Dodge is a sprightly writer, and teachers will enjoy this book even when not agreeing with the author. The abuses connected with school management are vividly portrayed, but there is often a failure to distinguish between use and abuse. general drift of the papers is that of criticism, much of which is flippant, the underlying principles of education being a little too deep for Gail's intellectual vision. Some of the papers are excellent, but on the whole the book is not a useful one for general reading. We, however, advise Superintendents and Principals to read it as she deals these persons the severest blows. Some of them are deserved for many persons occupy the position of directors in education who are no more fit for their place than a Hottentot would be as a Superintendent of a railway. There are, however, Superintendents whose practices are based upon a philosophy that Gail Hamilton's strictures do not reach. Here is one of her oracular utterances. "No school examination whatever is of the slightest use to the pupil or the teacher except the examination of each class in recitation every day." Every experienced educator knows that this sweeping statement is false.

The Children's Hour. Containing Dialogues, Speeches, Motion Songs, Tableaux, Charades, Blackboard Exercises, Juvenile Comedies, and other Entertainments for Primary Schools, Kindergartens and Juvenile Home Entertainments. By Mrs. Mary B. C. Slade, Editor of Good Times. For all Seasons and Occasions. Boston: Henry A. Young & Co. Pages 128.

It is only necessary to read the title-page of this book to understand its scope. Many teachers will be anxious to get in so small a compass such a variety of exercises. Mrs. Slade has given especial attention to the amusement and instruction of children.

HYGIENE AND EDUCATION OF INFANTS; or, How to Take Care of Babies. By the Société Française D'Hygiène, Paris, France. Committee: M. M. Blache, Ladreit de Lacharrière, Mónière (D'Angers). Translated from the French by Geo. E. Walton, M. D. (Member of the Société Française D'Hygiène), Professor of the Principles and Practice of Medicine in the Cincinnati College of Medicine and Surgery, Author of "The Mineral Springs of the United States," etc. Cincinnati: Robert Clarke & Co. 1880. 18mo. Paper. Pages 72. Price 25 cts.

This concise little book is for the benefit of the young mother, giving her the details as to the clothing, feeding, weaning, etc., of her baby. The book is full of useful matter, and it should be in the hands of the future mothers of the country. If mothers knew more about the care of babies the frightful mortality of infants might be considerably diminished.

AMERICAN HEALTH PRIMERS. Brain-Work and Overwork. By Dr. H. C. Wood, Clinical Professor of Nervous Diseases in the University of Pennsylvania, Member of the National Academy of Science, etc., etc. Philadelphia: Presley Blakiston, 1012 Walnut Street. 1880. Pages 126. Price 50 cts.

The titles of the seven chapters in this primer are Introduction (in which the author discusses the question "Are Nervous Diseases Increasing"), General Causes of Nervous Troubles, Work, Rest in Labor, Rest in Recreation, Rest in Sleep, Conclusion. These titles show the importance of the topics discussed, and the eminence of the author is a warranty that they are carefully treated. It should be noticed that the Health Primers are now published by Presley Blakiston, the successor to Lindsay and Blakiston.

Politics and Schools. By Sidney G. Cooke. Pages 23. Paper sides. Price 25 cts.

THE ELEMENTS OF EDUCATION. By Charles J. Buell. Pages 25. Paper sides. Price 15 cts.

Half A Hundred Songs, for the School-room and Home. By Hattie Sanford Russell. Pages 103. Price 35 cts.

These books are all published by Davis, Bardeen & Co., Syracuse, N. Y.

"Politics and the Schools" is a very thoughtful and suggestive address delivered at Auburn, Dec. 9, 1879, and is a defence of the Public Schools as they are, without regard to what they might be. "The Elements of an Education" is a paper read June 30, 1879, before the Alumni of the State Normal and Training School at Cortland, N. Y. The "Half A Hundred Songs" consist of words only without the music. They are adapted to well-known tunes.

UNITED STATES COAST AND GEODETIC SURVEY. Carlile P. Patterson, Superintendent. Pacific Coast Pilot Coasts and Islands of Alaska. Second Series. Washington: Government Printing Office. 1879. Pages 375 quarto, besides charts and plates.

This is a magnificent volume printed on wood-cut paper. W. H. Dall, Acting Assistant of the United States Coast Survey is the author of this volume. It is a work of much labor and the meteorologist will here find all that is known on his subject in relation to Alaska and adjacent regions. Indeed this volume is entirely meteorological. There are twelve beautiful charts of monthly isobars (atmospheric-pressure curves), twelve of monthly isotherms, one of annual isotherms, one

of the distribution of plants and animals, one of tree-limits, and summer sea-surface temperatures. There are eight plates illustrating what the author calls "wind roses," at eight different stations, there being seventeen of these on each plate, twelve on each relating to the months. The remaining four plates relate to atmospheric pressure, temperature, and precipitation. The region covered by the charts includes Alaska and extends into Eastern Siberia including the Sea of Okhotsk. The "Partial List of Books, Pamphlets, Papers in Serial Journals, and other Publications on Alaska and Adjacent Regions" prepared by W. H. Dall and Marcus Baker fill 150 pages, the libraries chiefly referred to, being the Library of Congress, of the British Musuem, and the Boston Public Library.

FOUR LECTURES ON EARLY CHILD-CULTURE by W. N. Hailmann, A. M., Author of History of Pedagogy, and other works on Education. Milwaukee, Wis.: Carl Doerflinger, 1880. Pages 24. Cloth limp.

The first lecture is on the "Laws of Childhood"; the second, on "The Soul of Froebel's Gifts"; the third, on "The Specific Use of the Kindergarten"; and the fourth, on "The Kindergarten—A School for Mothers." These lectures are very readable and in illustrating his subject the author has interwoven many historical facts which bear upon education.

ABBREVIATIONS.

Some of our readers are curious to know why we use a colon after certain initials instead of a period. The colon is used to indicate definitely the names according to the following scheme. W. stands equally well for Walter, Washington, Warren, Winfield, William, etc., but W: stands for William alone. The following are the names that are indicated by placing a colon after the first letter:—

Augustus, Benjamin, Charles, David, Edward, Frederick, George, Henry, Isaac, John, Karl, Louis, Mark, Nicholas, Otto, Peter, Richard, Samuel. Thomas, and William.

"These abbreviations were devised by C: A. Cutter, the recognized authority on cataloguing, and author of the Rules published by the Government. The American Library Association adopted and recommended them for general use. They are used by the Publisher's Weekly, the official publication of the American Book Trade, by the Library Journal, the official organ of the Library Associations, both of America and the United Kingdom, and by numerous less important agencies for securing its general use. The colon takes no more space than a period and makes the full name clear. G. H. Smith may have any names beginning with G. or H., but G: H: Smith is George Henry. These 20 names are printed for those beginning to use the system. Tho' devised specially for cataloguers, it is of great practical value to all who write many names, and will doubtless grow in favor until as common as our most familiar abbreviations. Those wishing to spread its use can obtain cards for distribution. Cards, \$1.50; slips, 75c. per 100. Not less than 10 at these rates.

Address, Melvil Dewey, P. O. 260, Boston."

PAMPHLETS, ETC., RECEIVED.

Catalogue of Wilberforce University (near Xenia, Ohio): 1878-79. Pages 32. Rev. B. F. Lee, B. D., President.

Twenty-ninth Annual Report of the State Commissioner of Common Schools, to the General Assembly of the State of Ohio, for the School Year ending Aug. 31, 1878. Pages 354. Hon. J. J. Burns, Commissioner.

Knox-County (Ill.) Agricultural Board Premium List, 1879. Mar. Allen West, Sup't. of Educational Department.

Biennial Catalogue of Ohio Central College, Iberia, Ohio. 1877-79. Galion, Ohio. Pages 13. Rev. J. P. Robb, Pres.

Western Md. College. 1878-79. Westminster. Pages 29. Rev. J. T. Ward, Pres.

Catalogue of Grand-River Institute, 1878-9. Ashtabula, O., 1879. Pages 24. Dr. J. Tuckerman, Pres.

Annual Circular of the Classical and Scientific Training School for Boys, Oxford, Ohio. 1879-80. Pages 28. Isaiah Trufant and Byron F. Marsh, Principals.

Michigan School Report. 1878. Hon. Cornelius A. Gower, Sup't. Pages 233. Bound in cloth.

Tourjée's Third Educational Excursion, 1880, to Europe and the Holy Land. Pages 45.

American Education as described by the French Commission to the International Exhibition of 1876. Circular No. 5, 1879, of the Bureau of Education. Pages 37.

Ninth Annual Report of the Board of Trustees of the Ohio State University, to the Governor of the State of Ohio, for the year 1879. Columbus: 1879. Pages 121.

Rules and Regulations with the Course of Study for the Public Schools of Mt. Gilead, Ohio. Pages 20. T. J. Mitchell, Superintendent.

Twenty-fourth Annual Catalogue of the Teachers and Students of the National Normal School, Lebanon, Warren County, Ohio. For the year 1879 and Calendar for 1880-1881.

Guernsey-Times Almanac. 1880. Illustrated.

Annual Report of the Minister of Education on the Public, Separate, and High Schools, also on the Normal and Model Schools, of the Province of Ontario, for the year 1878. Printed by order of the Legislative Assembly. Toronto: 1880. Pages 149. Adam Crooks, Minister of Education.

Catalogue of Berea College. 1879-80. Pages 27. Rev. E. H. Fairchild, D. D., President.

Report of the Committee on a Uniform Course of Study and Series of Text-Books for the Schools of Erie County, Pa., 1879. Pages 18.

Department of Public Schools, City and County of San Francisco. Twenty-sixth Annual Report of the Superintendent of Public Schools for the School year, ending June 30, 1879. San Francisco: 1879. Pages 369. A. L. Mann, Sup't. Án elaborate report.

Fifty-fourth Annual Catalogue of the Officers and Students of Western-Reserve College, Hudson, Ohio, 1879-80. Cleveland, Ohio: 1880. Pages 39.

The Scientific-American Hand-Book. Pages 48. Pages 48.

THE

OHIO EDUCATIONAL MONTHLY;

Organ of the Ohio Teachers' Association,

-AND---

THE NATIONAL TEACHER.

APRIL, 1880.

Old Series, Vol. XXIX, No. 4.

Third Series, Vol. V, No. 4.

CLASSIFIED LATIN IDIOMS.

BY PROF. L. S. POTWIN, WESTERN-RESERVE COLLEGE.

(Concluded.)

IV. Latin amplification.

34. Latin clause for English gerund-phrase.

I do not meet any one without Nëminem convenio quin ei gratias thanking him.

He praises the poets without under- Poetas laudat, neque eos intelligit. standing them.

I have no doubt about your being Non dubito quin valeas.

There was no delay in forming the Nulla mora facta quin ēduceret in line of battle.

He blamed them for believing a Illos culpavit qui (or quod) proditori

I cannot be kept from talking. Nothing prevents his doing it. He was on the point of being killed. In censuring them you censure me.

You have no ground for complain- Non habes cur queraris. ing.

heard no news. You came near losing your labor.

Far from being silent, you shout. \ Instead of being silent, you shout. \

ăciem.

crēdidissēnt.

Něqueo contineri quin loquar. Nihil obstat quominus id făciat. In eo črat ŭt interficeretur.

Cum illos reprehendis, reprehendis

Since setting out from home I have Nihil novi, ex quo tempore domo profectus sum, accepi.

Paulum ăberat quin operam perde-

Tantum abest ŭt tăceas, ŭt clāmes.) Clāmas cum dēbeas tăcere.

35. Latin clause for English infinitive.

I came to learn. He asked me to leave.

He sent ambassadors to sue for peace. He deserves to be loved. He is too brave to fear death.

So to speak; Not to be tedious.

Some one (Mr. So-and-so) told him. Nescio quis ei dixit. Something or other obscure. I was somewhat disturbed.

37. Emphatic use of ipse.

He curses himself. Honesty shines by its own light. Every living thing loves itself.

Vēni ut discerem. Rögavit utabirem. Lēgātos mīsit qui pācem pēterent. Dignus est qui ămetur. Fortior est quam ut (or, qui) mortem timeat. Ut Ita dīcam; Ne longum sit.

36. An abridged clause for English indefinite pronoun.

Nescio quid obscuri. Nescio quid conturbatus sum.

Ipse mălědicit sibi. Aequitas lücet ipsa per se. Omne animal se ipsum diligat.

V. The particular and personal preferred to the general and abstract.

38. Appositive construction preferred to an abstract noun, sometimes to an adjective.

Before the consulship of Caius. No poet. The victorious army.

Ante Caium consulem. Nēmo poēta. Exercitus victor.

39. A descriptive participle preferred to a noun of agency. From the foundation of the city. Ab urbe condită. After the expulsion of the kings. Post reges exactos. Concerning the equalization of the De aequato imperio.

command. In the reign of Romulus.

The honor of having rescued the Servati consulis decus.

Shame for not having brought aid. The loss of Sicily distressed him. They adopted the plan for taking Consilium urbis capiendae inierunt the city.

Romulo regnante.

Pŭdor non lati auxilii. Angebat eum Sĭcĭlia āmissa.

For the relief of want. Ad sublevandam inopiam.

Obey no one unless he be a teacher Nēmini pāre nīsī aut docenti aut or a lawful ruler.

The words of the speaker. The first impulse of joy.

There was no lack of speeches in Non deerant sermones Galbam in reproach of Galba.

41. Adjective preferred to an adverb. ly, but unwillingly.

We are just; we are also kind.

40. A participle preferred to a class-name, or abstract noun. lēgītime imperanti.

Dicta dicentis.

Prīmus gaudentium impētus (Tacitus).

crepantium.

I did this knowingly, and conscious- Prūdēns, sciens, sed invītus hoc fēci-Justi sumus; iidem sumus benigni.

42. A personal subject preferred for dicitur and videtur.

It is said that Caius lived to be an Dīcitur Caius usque ad senectutem vixisse. old man.

It seems that Cicero has gone. We have, as it seems, done some- Aliquid, ut videmur, fecimus. thing.

Vídetur Cicero abisse.

VI. Idioms in comparisons.

43. Comparative inflection in both members of the comparison.

The address of Paulus was more true Pauli contio fuit verior quam grathan acceptable to the people. tior populo.

The enemy behaved with more Ferocius quam consultius rem hostes

spirit than prudence. gĕrebant. Subtilior quam săpientior.

More nice than wise.

44. The second member introduced by "ac" after words of

likeness and unlikeness.

We ought to love our friends equally Amīcos aeque ac semetipsos diligere with ourselves. oportet.

I was not different from what I now Non alius eram atque nunc sum. am.

45. A clause, expressed or implied, in the second member.

He is too kind to be angry. Clēmentior est quam ut īrasci possit. The loss was greater than one would Major quam pro numero jactura suppose from the number (engaged).

46. With a different subject and predicate in both members.

Nothing was being done except in Neque aliud agebatur quam bellum preparation for war. appärabatur.

He must die rather than be com- Möriendum erat potius quam tyranni

pelled to look upon the face of a voltus aspiciendus fuit. tyrant.

VII. The use of negatives.

47. The negative "brought to the front."

That no one; That nothing; Hardly Ne quis; Ne quid; Nēmo fere.

anybody.

Buy this and no one will know it. Hoc ĕme nec quisquam sciet. He reads but does not understand. Legit neque intelligit.

Literature, and that too of no com- Litterae, nec eae vulgares.

He will betray the state, for I am Cīvitatem (něque čnim fallor) pronot deceived.

48. The negative repeated and distributed.

No poet or orator ever believed that. Nēmo unquam něque poēta něque orator illud crēdidit.

A brave soul will not tamely submit Fortis animus nulli neque homini to any man or any fortune. nec fortunae succumbet.

49. Negative reserved, with "non modo * * * sed ne * * * quidem."

friend, but not even of a free man. (Flattery—to say nothing of a friend—is not even, &c.)

Flattery is not only not worthy of a Assentatio non modo amīco, sed ne lībero quidem, digna est,

50. Negative incorporated with other words.

He says that it is not to be tolerated. Id ferendum esse negat. He says that he has never sinned. Něgat se umquam peccavisse. Niĥil vĭdet. He does not see anything.

He was not detected in any disgrace- Nullius flagitii compertus est. ful crime.

51. Negative with words of fearing.

I fear that he will come. Věreor ne věniat. I fear that he will not come. Věreor ut věniat.

52. A negative clause followed by an equivalent affirmative clause.

They could not bear the onset, but Impetum ferre non potuerunt, ic fügerunt.

We shall not go astray, but follow Non errabimus, sequemurque id that which is honorable. quod hönestum est.

VIII. The use of prepositions.

Quot estis?

Trěcenti vēnīmus.

Minas audio quas nullas timeo.

53. Prepositions in English but not in Latin.

How many are there of you? Three hundred of us are come. I hear threats none of which I fear.

Of the victors three hundred fell, of Victores trecenti, victi mille cecidthe vanquished a thousand. erunt. The top of the mountain; The rest Summus mons; Reliquae naves.

of the ships.

Aliquid suum addunt. They add something of their own.

54. Prepositions, or the genitive case in Latin, but no preposition in English.

You may so far as I am concerned. Licet per me. Anew; Unexpectedly. Common to you and me. Wherefore. What is the trouble?

Considerable time; No delay. He lays waste all the territory there

is between the city and the lake. What's the news?

55. The Latin genitive not rendered by "of."

Gratitude for a kindness. Wrongs done to Caius. Alliance with the Romans. Till late at night. To bring under his sway. He is unacquainted with Greek lit- Graecarum litterarum rudis est.

erature. Nature has regard for the body.

This must be considered. Each one's own.

The war against Pyrrhus.

56. The dative not rendered by "to" or "for."

I have a father at home. I must fight. On the left as you enter the gulf. What is my friend Celsus doing? Bellum Pyrrhi. Gratia běněfícii. Injūriae Cai. Sŏcietas Romanorum. In sērum noctis. Suae dīcionis facere.

De integro; Ex improviso.

Allquantum temporis; Nihil morae.

Quod agri est inter urbem lacumque

Commune mihi tecum.

Quam ob rem:

Quid něgôtii est?

pervastat.

Quid novi est?

Nātūra corporis hābet rătionem. Hūjus rătio hăbenda est.

Suum cūjusque.

Est mihi domi pater. Mihi est pugnandum. Laevā parte sīnum intrantibus. Quid mihi Celsus agit?

57. Different prepositions.

I begin with this.

A shout was heard on that side.

I am on your side.

camp was taken by storm.

In front; On the flank; In the rear.

After the manner of slaves.

I shall return by the 13th of April.

I read it in Cicero. He came in haste.

To his own hurt.

I declined for a particular reason.

It is all over with the army.

At the third watch. What can be done with him?

On purpose. So much for this.

One war arose after another.

They fought on horseback.

To your satisfaction.

To your advantage. In a great degree.

I desire it with all my heart. On the way he issued an order.

Your friends depend on you.

Want increases from day to day. It is for your interest.

Our ships rode at anchor.

He kept the soldiers under arms.

I will wait for the present. He made a bridge over the river.

For ever.

He wept while at play.

I was informed by letter, and by

He fled over mountains, among Per

rocks, through fires.

By the gods I entreat you.

In sport; At leisure. He addressed the soldiers from the Milites pro suggestu adlocutus est.

platform,

With your usual moderation.

the platform.

He went near the walls.

At the foot of the mountain.

Ab hoc ordior.

Clāmor ab illā parte auditus est.

A te sto.

Immediately after the battle the Confestim a proelio castra expug-

nata sunt.

A fronte; A lătere; A tergo.

Ad mödum servorum.

Ad īdus Aprīles rēdībo. Apud Cĭcĕronem id lēgi,

Cum cělěritate věnit.

Cum mălo suo.

Certă de causă recusavi.

Actum est de ēxercitu. De tertiā vīgīliā.

Quid de eo fieri potest.

De industriā.

De hac re hāctěnus.

Aliud ēx alio bellum ortum est.

Ex ĕquis pugnaverunt.

Ex tuā sententiā.

Ex tuā re.

Magnā ēx parte.

Ex ănimo id căpio.

Ex îtînere ēdixit.

Tui ëx te pendent.

Inopia in dies crescit. In rem tuam est.

Nostrae näves in ancoris consisterunt.

Mīlites in armis těnuit.

In praesens exspectabo.

Pontem fecit in flumine. In perpětuum.

Inter lüdendum lacrimatus est.

Et per litteras et per exploratores

certior factus sum.

montes, per saxa, per ignes

fügit.

Per deos te obsecro. Per jŏcum; Per ōtium.

Pro tuā temperantiā.

At these words he leaped down from Sub haec dicta de suggestu desiluit.

Sub moenia īvit.

Sub monte.

IX. Idioms of arrangement.

58. Verb and adjuncts.

He was killed in the night, by a Nocte, gladio, a servo interfectus est. slave, with a sword.

59. Noun and adjuncts.

affection towards me; A voice

issuing from the temple.

Lake Trasumennus. King Turquin; Mount Vesuvius.

A well-known book; Your dutiful Liber notus; Tua in me pietas; Vox e templo missa.

It is between the city of Cortona and Est inter Cortonam urbem Trasumennumque lăcum.

The river Rhine; Tarquinius rex; Rhenus flumen; Vėsŭvius mõns.

60. Relative clause.

Those whom we call wise are friends Quos sapientes vocamus ii veritatis

61. Particular words and phrases.

You and I. By sea and land. Not even a fool is always wrong. Not even to the republic.

For I may boast in your presence. But if we wish to judge according to Vere autem si volumus judicare. truth.

Ego et tu. Terra marique. Ne stultus quidem semper errat. Ne ad rem publicam quidem.

Licet ĕnim mihi ăpud te glŏriari.

62. Attraction into the relative clause.

He sends the most faithful slave Servum, quem fidelissimum häbet that he has. mittit.

I will defend Italy with the army of Eo, qui circa Pădum est exercitus, the Po. Ităliam dēfendam. Let each one tell what he knows. Quod quisque sciat ipse dicat.

X. Idioms, not of grammar, but of words, and ways of thinking.

63. The difference being without special rhetorical significance.

To demand satisfaction; To make Res repetere; Res reddere. restitution.

To make a treaty; To break one's Icere foedus; Fidem fallere. word.

Sicily fell to him by lot. It is worth the while. It pays. He takes pains to understand. He was occupied with the draft. In forming plans. Let me know; See that you write me. I am informed.

Livy says in his history. What does this mean? The victory cost many wounds. Not far from the foot of Mount Ve- Haud

suvius. What have I done that I should feel Quid admisi in me ut injuriae mihi guilty?

I do not care a straw for your prom- Promissum tuum non flocci făcio.

To be condemned to death. The thing in question; The matter Id de quo agitur. under discussion.

So it is; The case stands thus. They desire revolution. They refreshed themselves. He is in debt.

The commonwealth protects private Respublica rem familiarem tuetur. property.

Hold your peace. Call very soon, please. Accept my best wishes. Greeting! S. D. (Salutem Dicit. At beginning

Sĭcĭlia ei ēvēnīt. Opěrae prětium est. Dat operam ut intelligat. Delectui dābat ŏpēram. In consilio capiendo. Fac sciam; Fac mihi scrības. Certior factus sum. Livius scrībit in suā historiā. Quid hoc sibi vult? Victoria multis vulneribus stětit. prŏcul rādīcibus Vēsuvii montis.

conscius sim?

Căpitis damnari.

Ita res se häbet. Novas res cupiunt. Corpora curabant. In aere alieno est. They came to such a pitch of mad- Eo furoris venerunt.

Făvete linguis. Me convěni, amabo, perbrevi. of letters.)
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64. With more or less rhetorical significance.

Pleasure is transitory. They were pinched with the cold. Greece swarms with orators. When things go on as we wish.

To stun the ears; To dazzle the eyes.

To stand out to sea; To hug the Urgere altum; Premere litus. shore.

He is getting a good dressing. He will be cudgelled.

At the same time I will bring the Eadem opera pecuniam adferam. money.

He is making faces. It is a ticklish topic.

The poem needs pruning.

A man of the highest military re- Vir abundans bellicis laudibus.

A common soldier. A private. Do not harbor the thought. I endorse your sentiments.

His writings are tinged with jeal- Scripta ejus viridi aerugine tincta

Expediency does not knit hearts Utilitas amīcitias non conglūtinat. together.

As soon as the morning calls are Ubi sălutâtio defluxit, litteris me over, I bury myself in my books. Your two letters grieved me deeply.

They burst into tears. Not to put too fine a point on it. He tickled the ears of the multitude. They are involved in the greatest Maximis in erroribus versantur. errors.

bridge.

He was immortalized by his writ- Scriptis suis sacratus est. ings.

65. Proverbial idioms.

You are looking for a needle in a Nodum in scirpo quaeris. hay-mow.

You are thrashing straw. He is a skinflint.

He is a hair-splitter.

To kill two birds with one stone.

To lock the stable-door after the Clipeum post vulnera sumere. horse is stolen.

We are now out of the woods. He is a wild buck. Catch a weasel asleep. Let the cobbler stick to his last.

Out of the frying-pan into the fire. Cheap as dirt.

I laugh in my sleeve.

Fluit võluptas.

Torridi ĕrant frigore. Redundat Graecia orātoribus.

In rebus ad voluntatem nöstram fluentibus.

Aures perstringere; Oculos praestringere.

Pugnis pectitur. Fusti dölabitur.

Vultus dūcit. Lŏcus lubricus est. Poēmati opus est līmā.

Gregarius miles. Ne in ănimo hăbe. Sententiis tuis adsentior. sunt.

involvo.

Bīnae tuae litterae valde me momorderunt.

In lacrimas effusi sunt. Ne nimis subtiliter dicam. Influebat in aures contionis.

The Tiber was spanned by a stone Tiberis ponte saxeo junctus est.

Lītus āras. Sălīnum dĭgĭtis tĕrebrat. Rixatur de lană saepe caprină. Uno in saltu duos apros căpere. Duos părietes de eadem fidelia dealbare.

Jam ēmersimus e vādis. Faenum häbet in cornu. Confige cornici ŏcŭlum. Ne sutor supra crepidam. De fumo in flammam. Vilior algā. In stomacho rideo. "A Daniel come to judgment." Oedipo opus est.
You are always harping on the same Cantilenam eandem canis.

THE STUDY OF SHAKSPERE.

A discussion goes between Mr. Rolfe and Mr. Hudson, both eminent editors of Shakspere, as to the proper method of studying an English classic. On one point, it may be safely inferred, the two editors are agreed, namely, that one can only know English by going to the "poets and prose writers of its best days." Here, however, there is a notable difference of method. Mr. Rolfe's plan, inferred from a letter to the present writer, as well as from a critical examination of the plays which he has edited, may be compactly stated as follows:—

A student cannot know Shakspere in the eminent sense of knowing him until he has attained some knowledge of historical English, or, at any rate, has acquired a graceful mastery of Elizabethan idioms. If he is to understand and relish his author there must be placed in his hands, so far as it goes, a sure philological guide. Viewing the matter thus, Mr. Rolfe has attempted to make clear almost every verbal difficulty. either by means of notes or by references to Mr. Abbott's excellent Shakesperian Grammar. The surest way of understanding an author's art, Mr. Rolfe would doubtless say, or even the imaginative greatness of his characters, is by first understanding his language. Against this method of studying a great English author, Mr. Hudson has lately written two or three very elaborate prefaces. All that he has to say is so well written, that at any rate, it has the benefit of almost the best possible statement. The only thing that mars his style is a certain disposition to scold, which he may possibly have caught from that great English statesman whom he so much admires. Among his many graces, at any rate, one certainly misses the grace of moderation. This, however, is from the purpose. Mr. Hudson's prefaces constitute in fact a very noble plea for the study of English literature. His best things are so well said and are withal so full of wisdom that at every reading one must thank him anew for their utterance. Had he only preserved in certain places a little greater sobriety of treatment, there would, perhaps have been nothing to object to. In his protest against "word-mongering," however, does he not go a trifle too far? Is the evil about which he talks through several vivacious pages really so great or so common as he thinks? To a temperate and admirably-expressed statement like the following, one can give a most cordial assent:-"People cannot parse themselves or be parsed into a relish for Shakespeare's

workmanship, or into a fruitful converse with his treasures of wisdom and power." Again Mr. Hudson says, approving himself always a workman in the matter of constructing his sentences, that "on every side, teachers are to be found attending very disproportionately, not to say exclusively, to questions of grammar, etymology, rhetoric, and the mere technicalities of speech; thus sticking forever in the husk of language, instead of getting through into the kernel of matter and thought." If reference is here had to the common method of studying English grammar and rhetoric, one must again merely offer a word of sincere approval. Whatever one learns from the "schoolmaster grammarians," one certainly does not learn English, neither is he given a key to the great and durable things of literature. But is not Mr. Hudson also thinking of higher instruction in English? If so, is not the assertion a trifle too broad? "English is not taught historically," says Mr. Furnivall, an expert in such matters, "because our teachers do not know it historically." The deplorable thing is not that real instruction in English is so common, but that it is so extremely uncommon. Even in our colleges but few instructors are found with any thing like exact and admirable attainments in English scholarship. The method of these few, it must be acknowledged, is not exactly that which Mr. Hudson so eloquently commends. Questions kindly furnished me by Prof. Child of Harvard, and Prof. Corson of Cornell, two of the best teachers of English in America, show that these gentlemen, at any rate, are not afraid of a certain amount of thoroughly-critical textual study. It is to be presumed also that their resources are not so limited, and that "their minds are" not "so engrossed with the verbal part of learning, that, unless they have a husk of words to stick in, they can hardly find where to stick at all." Prof. Child, at least, is recognized both in Europe and America as a person who has done great and admirable service to English letters, and if he chooses to have his students do a certain amount of verbal work, it is not because he has not thoroughly at command the great resources of literature.

In the very finest instruction there are always two elements, namely, exactness and liberality. In the first of these elements those high communings, about which Mr. Hudson talks so much and so well, seem in some measure to be lacking. There is, in fact, no good reason why literature, like other high mat-

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ters, may not be made the subject of severe and noble study. When, therefore, Mr. Hudson talks about "constant dissecting of words," "microscopic verbalism," etc., may not one reply in the language of that author whom our venerable critic knows so well, namely, Shakspere himself, that

"Most poor matters point to rich ends."

One must be exact in such "poor matters" as words and idioms that by and by he may be rightly liberal in such great matters as thought and character.

While requiring exact verbal work, there is but little danger that the real teacher will ever forget that his main business is with something incomparably nobler, and that he has misspent his time unless he has led his pupils to that region of health and sanity to which a great book always invites them.

There are possibly one or two respects in which one may join in the protest against verbalism. Some editors, and Mr. Rolfe among them, refer one to such works as Walker, or Craik, or Abbott, for peculiarities in Elizabethan English, which, perhaps, are not peculiarities at all, but were good English before Shakspere's time and remain good English still.

It may be further remarked that because a word is used in some surprisingly-great and imaginative sense, it does not necessarily need comment. The person who cannot learn for himself that words admit a majesty of meaning to which the lexicographer affords no key should have nothing to do with works of the imagination and had better be set to learning chronological tables.

Although not entirely to the purpose, I must also observe that the analytic method as applied to modern literature by writers like Mr. Blaisdell has, to my thinking, been carried much too far. The most delicate pieces of literary workmanship are above Mr. Blaisdell's method altogether.

Perhaps the following plan of study insures sufficient attention to language and also to that which is greater and more precious than language:

1. The plays should first be read through somewhat rapidly and without reference to notes for whatever free and great im pression they may make on the mind as entire works. For these readings, some good one-volume edition like the Leopold is perhaps the best, unless, indeed, one likes to see good wit in correspondingly-good print, and in that case an edition like

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White's is recommendable. The print of the Leopold, however, is fair, and the introduction by Mr. Furnivall is to a sincere student worth the price of the book.

- 2. A few plays should next be selected for critical textual study. For this purpose Mr. Rolfe's edition or the English Clarendon-Press edition will prove the most serviceable. Abbott's Shakespearian Grammar and Schmidt's Shakespeare Lexicon will complete the equipment.
- 3. When the student has attained some acquaintance with the author's idioms, a somewhat freer style of study may be adopted. Less attention should now be given to technical matters of language and more to whatever is finest and highest in the poet's workmanship. The latest school edition of the plays by Mr. Hudson is admirably adapted to this kind of work, as is also the English Rugby edition.

In the earlier stages of one's study it is in general better to read Shakspere than to read about him, but at the right time the mind is cleared and enlarged by consulting a few of the most apprehensive critics. The works by Gervinus, Hudson, and Dowden, are among the best of their kind, and are all that most students will want. These books, as well as Schmidt's Lexicon, should of course be found in the school library.

By some such course as the above, the student will come to know really something of the English tongue and something also of the treasures of English thought.

It may not be beside the purpose to refer in closing to Mr. Hudson's protest against the study of modern literature. There is a goodly store of wisdom certainly in all these finely-freighted sentences, but is the conclusion reached entirely philosophical? Our pupils will know modern life some time and may they not as well know its high and beautiful side first? After all, are not men like Emerson and Bryant and Longfellow fitted to be the instructors of their generation? If each age is so incapable of knowing its best intellectual workmanship, why is Mr. Hudson so sure of Webster?

No scheme of study, it may be safely affirmed, is entirely liberal which does not include a few first-rate modern names. Put health into a boy's brain certainly by the study of the older and greater masters, but let him also catch the impulse of modern life from a few of its noblest types of intellect and manhood.

E. S. Cox.

MISTAKES IN TEACHING.

Some time ago we noticed a book by J. L. Hughes on "Mistakes in Teaching," published in Canada. It contains so many suggestive thoughts that we reproduce the head lines of the topics discussed and refer our readers to the book itself for their elaboration. Some of our readers have already ordered the book from the American Agents, Eldridge & Brothers, of Philadelphia, and we hope more will do the same. In order to abbreviate we omit from each head line the words "It is a mistake."

MISTAKES IN SCHOOL MANAGEMENT.

- 1. To neglect the details of school management.
- 2. To omit yard supervision.
- 3. For the teacher to hold himself aloof from his pupils while they are playing.
 - 4. To be continually repressing the activities of childhood.
 - 5. To stand too near the class.
 - 6. To take hold of a pupil to put him in his place in line.
 - 7. To give too many demerit marks.
 - 8. To censure trifling errors too severely.
 - 9. To complain or grumble much.
- 10. To allow whispering on the plea of "allowing pupils to assist each other."
 - 11. To allow disorder in the school-room during recess.
 - 12. To invoke higher authority except as a last resort.
- 13. To confound giving information or evidence with talebearing.
 - 14. For the teacher to be late.
 - 15. To be careless about personal habits.
- 16. To sit while teaching. This Mr. Hughes very properly qualifies. Professors in colleges generally sit and also teachers in high schools. Teachers in the primary schools probably stand more than they sit for obvious reasons.
 - 17. To give a command when a suggestion will do instead.
- 18. To allow pupils to be frequently troublesome without notifying their parents.
 - 19. To annoy parents unnecessarily.
 - 20. To show temper in dealing with parents.
 - 21. To dispute with an angry parent before the school.
- 22. To make spiteful remarks before the class about notes received from parents.

MISTAKES IN DISCIPLINE.

- 1. To try to teach without having good order.
- 2. To confound "securing order" with "maintaining order."
- 3. To suppose that children like to have their own way at school.
 - 4. To think that order means perfect quiet or stillness.
 - 5. To try to startle a class into being orderly.
- 6. For the teacher to try to drown the noise of his pupils by making a greater noise himself.
- 7. To call for order in general terms, however quietly it may be done.
 - 8. To make too many rules.
 - 9. To be demonstrative in maintaining discipline.
 - 10. To speak in too high a key.
- 11. To try to force children to sit still even for half an hour in the same position.
 - 12. To allow pupils to play in the school-room.
 - 13. To use a bell as a signal for order.
 - 14. To lose sight of the class.
 - 15. To be variable in discipline.
 - 16. To get excited in school.
 - 17. To be satisfied with order which lasts only while the teacher is present.
 - 18. To give an order without having it obeyed by all to whom it is given.
 - 19. To treat pupils as if they were anxious to violate the rules of the school.
 - 20. To ridicule a pupil.
 - 21. To punish without explanation.
 - 22. To whip for disciplinary purposes merely.
 - 23. To whip pupils in a merely formal manner.
 - 24. To punish a pupil by pulling his ears, slapping his cheeks, etc.

MISTAKES IN METHOD.

- 1. To ask questions to pupils in rotation.
- 2. For a pupil ever to know who is likely to receive a question until it has been given.
- 3. To repeat a question for the sake of those who do not hear it the first time.
 - 4. To look fixedly at the pupil who is reading or answering.
 - 5. To be the slave of any text-books.
 - 6. To assign lessons without previously explaning them.

- 7. To assign much home work to young children.
- 8. To assign a lesson without testing the class to see whether they prepared it or not.
 - 9. To continue a lesson too long.
 - 10. To think that one teaching of a subject will be sufficient.
 - 11. To be satisfied with repetition at the time of teaching.
- 12. To suppose that detecting errors is equivalent to correcting them.
 - 13. To be satisfied with one correction of an error.
 - 14. To try to teach too many points in a single lesson.
 - 15. To be indefinite in teaching.
 - 16. To devote attention chiefly to the smart pupils in a class.
- 17. To give information to young children which they cannot use at once.
 - 18. To use objects in reviewing or drilling.
 - 19. To accept partial answers.
 - 20. To repeat every answer.
 - 21. To have a stereotyped plan of presenting a subject.
 - 22. To talk too much while teaching.
 - 23. To use too many long words in teaching.
 - 24. To give words before ideas.
 - 25. To try to make difficulties too simple.
- 26, To neglect any opportunity for making the pupils do as much as possible in learning.
- 27. To tell pupils anything they should know or can be led to find out by judicious teaching.

MISTAKES IN MANNER.

- 1. To scold.
- 2. To threaten.
- 3. To grumble.
- 4. To be hasty.
- 5. To show lack of animation or enthusiasm.
- 6. To be cold and formal.
- 7. To assume to be immaculate.

DICTATION DRAWING.

BY PROF. W. S. GOODNOUGH, COLUMBUS, O.

No. II.

In drawing from Dictation a twofold object is to be accomplished. First, to teach pupils to interpret readily and correctly a verbal or written description, and second, to impart

some of the elements of drawing, training the hand and eye. Conducted properly the exercise becomes a fine mental drill and is valuable as a language as well as a drawing lesson. is almost as good practice for the teacher as for the pupil, in cultivating clear and conoise expression. If a teacher is to lead a class of sixty pupils, seven years old, to draw a figure from her description which they have never seen, and have them all get the correct form, she will find it necessary to be perfectly clear. Her directions must be models of conciseness and so clear that it will be utterly impossible to interpret them other than as she intends. She must say just enough but not a word more. Pupils also must give close attention and the whole class take the direction at the same time. should not keep repeating a direction for inattentive pupils, but should repeat it but once. As soon as pupils execute a direction they should look at the teacher, so she may know when to give the next. Do not allow pupils to fuss over their work; if allowed they will take very much more time than is necessary. Promptness as well as accuracy should be insisted upon.

In order to improve the execution, as soon as the teacher is through dictating a figure, after drawing it or having it drawn on the blackboard, she should pass about the room criticising the work done, so that poor lines or forms may be corrected. It will be remembered that the whole form must be first sketched in as light a line as possible, so that corrections may be made. If drawn on slates, the palm of the hand may then be passed over the lines, leaving them very light; then the pupil will go over them again leaving a clear, bright line. In brightening, the pencil should be held nearer the point. A long line cannot be brightened well at one stroke, as it is hard to brighten more than an inch or two at a time. The pieces should be joined so that the line will appear as if brightened without lifting the pencil.

exercise III. Draw a vertical line one inch long. Draw another of same length one inch to the right. Bisect these lines. Connect these points by a horizontal. What letter is formed. Answer, H.

Exercise IV. Fix two points one inch apart. Fix a point one inch above and half way between these two points.

Connect the upper with the two lower points by two oblique lines. Bisect these two lines. Connect the points of bisection with a horizontal line. What letter is formed? Ans., A.

It is unnecessary to take space for more letters; teachers can discover easily what ones may be dictated. It is suggested that teachers may dictate letters forming words, as man, hen, etc., using, of course, letters formed with straight lines. Later we shall show how to dictate curves.

Exercise V. Draw a horizontal line two inches long. Draw a vertical line downward from the left end, two inches long. Draw the same from the right end. Draw a horizontal line



connecting the lower ends of the vertical lines. What figure is formed? Ans., A square. Bisect the upper side of square; the left side; right side; lower side. Connect the points in the horizontal

sides by a straight line. Connect the points in the vertical sides by a straight line. Name these lines? Ans. Diameters. How many half diameters? Ans. Four. Bisect these. Connect the four points made by four oblique lines. These lines form a small square. Erase parts of diameters within this small square. Brighten.

ATTENTION INDISPENSABLE TO PERCEPTION.

Attention is as necessary to perception as to sensation. Indeed, it is the indispensable condition of all conscious mental operations. We often speak of persons possessing "a good eye," or "a good ear," as having "an eye for nature," or "an eye for color," and so on; as though the faculties so described were purely original gifts of nature. To a large extent they undoubtedly are original; but to a still larger extent they are the result of paying careful and sustained attention to a particular class of objects. One person gives a cursory glance at an object and carries away a very meagre and imperfect impression of it. Another looks at it carefully and frequently, and exhausts the sensations which it is capable of affording. mechanical apparatus of the eye may have been originally as good in the former case as the latter, and may be still as good' for the observation of another class of objects; the main difference is not in the eye, but in the mind behind it. The unobservant man looks, but does not see; the observant man looks till he does see.—The Cultivation of the Senses. idea by

LOWELL CELEBRATION.

Friday afternoon, March 5, 1880, was spent by the Senior Class of the Salem Ohio High School, assisted by the other classes, in celebrating the birthday of JAMES RUSSELL LOWELL. His sixty-first birthday occurred February 22, but as that was Sunday, the celebration was held March 5. It was an occasion of great pleasure to all. The room was decorated with several mottoes. On the blackboard at the back of the teachers' platform, was a large crayon drawing of the head and shoulders of Lowell, done in white chalk. On the right of it was the motto "We are happy now because God wills it." At the left "Longing moulds in clay, what Life carves in the marble Real." the back of the room two mottoes were drawn, one on each side of the door. On the right, "One day with life and heart is more than time enough to find a world"; on the left, "Nature fits all . her children with something to do." Hanging on the wall nearly to the ceiling, and above the drawing of Lowell, was a large gilt horseshoe signifying "Glück," or good luck. On each side of it, suspended against the wall in a half semi-circle, was the motto of the day, in large gilt letters, "New Occasions teach new Duties." The Seniors kindly had prepared a banquet for the other classes, and the teachers' table was placed on the back of the platform, draped with white, and ornamented with flowers, silver ware, etc., etc. The front of the platform was unoccupied, and at the right side stood the piano. Below the platform the recitation seats were arranged diagon. ally on each side of the middle aisle. These and a few of the front seats were occupied by the students. Visitors were not invited. At two o'clock the Assistant Prin., Miss S. A. Platt, opened the celebration with a short, but very interesting address concerning Lowell, and the good done by honoring great and good men, after which followed a short biography given by one of the Seniors. The next in order was a piano solo, Wedding March, by one of the Sophomore class. Then came extracts from Lowell's poems by nearly all of the school in the following order:-

1. "Lowell," in Fable for Critics. 2. The Captive. 3. Nobleness. 4. Poem on Longfellow's 60th Birthday. 5. Interview with Miles Standish. 6. "Irving" in Fable for Critics. 7. "Song" from Lowell. 8. Longing. 9. Extract from the Cathedral. 10. The Heritage. 11. The Fountain of Youth. 12. Letter to Chas. Eliot Norton. 13. A Parable. 14. Duet, the Captive. 15. An Incident of the Fire at Hamburgh. 16. Extract from the

Cathedral. 17. The Fatherland. 18. Extract from the Vision of Sir Launfal. 19. An Incident in a Railroad Car. 20 and 21. Extracts from the Fable for Critics. 22 and 23. Extracts from Sir Launfal. 24 and 25. Extracts from the Crisis. 26. Extract from the Fable for Critics. 27. Extract from the Rose. 28. Song and Chorus, Vive L' Amour. 29. Extract from the Cathedral. 30. Remarks by the Principal of the School. 31. Remarks by the Superintendent. 32. Recess with Music and Refreshments. 33. The reading of short and appropriate quotations from Lowell's poems which the Assistant Principal had passed to each pupil. 34. Closing Remarks by the Teachers.

All the classes participated in the exercise of reciting from Lowell's Poems. The enjoyment of the afternoon was, if possible, greater than that at the celebration of Longfellow's birthday, Feb. 27, 1879, described in the April Monthly. The only regret incident to the occasion was the fact that the Editor of the Monthly who alone had been invited from the outside world to be present was unable to attend on account of an accident that happened to him a few hours before.

C. D. H.

LIGHT IN THE PUBLIC SCHOOLS.

The following are the concluding remarks of Dr. C. J. Lundy, of Detroit, on a paper on "Light in the Public Schools and School Life in Relation to vision:—

In conclusion I would add, by way of recapitulation, that if we would prevent, to a very great extent, the ill effects which school life and close application to study exert upon the sight, the following should be observed:—

- 1. Lessen the hours of study and shorten the sessions of study for pupils under 15 years of age.
- 2. Provide an abundance of light—from the left side if the room is quite narrow—from both sides if the room is wide—but do not allow the sunlight to fall directly on the book or paper.
- 3. Ventilate the school-rooms thoroughly and in accordance with the most approved methods.
 - 4. The pupil should sit erect, and hold the book at least 12 inches distant.
- 5. Pupils should avoid whatever causes a congestion of the head, face, and eyes, such as tight clothing, cold feet, the stooping position, etc.
- 6. Pupils should not study during recovery from illness or when suffering great bodily fatigue.
- 7. Text-books and readers should be printed in good ink and with a clear, bold type, about the size of long primer—a little larger than 1-16 of an inch.
- 8. Pupils should avoid everything which has a debilitating effect upon the general system.
- 9. Exercise in the open air should be taken freely, and every precaution should be used to keep up the bodily vigor, something which is too often neglected. An education is dearly purchased whose price is a shattered constitution and a ruined eyesight.

EDITORIAL DEPARTMENT.

—We are indebted to Jushii Tanaka-Fujimaro, Senior Vice-Minister of Education, Tokio, Japan, for the "Fifth Annual Report of the Minister of Education for the Tenth Year of Meidi (1877). Published by the Department of Education, Tôkiô, 12th Meidi (1879). Pages 57. This little volume, which is not so full as the original (also sent to us) from which it is translated, shows the great educational activity of Japan. The growth intellectually of this empire has been wonderful. After the above was written for March Monthly we received the following letter:—

Момвияно, Токіо, Nippon, 10th Jan., 1880.

W. D. Henkle, Esq., Salem, Ohio, U. S. A.,

DEAR SIR:—I have the honor to state that a reformed law of our education, the plan of which had already been proposed to our Imperial Majesty and considered and decided by the Cabinet and Senate, has now been promulgated under the name of the "Japanese Code of Education." The English translation of the code being just published, I beg leave to send to you a copy of the same which I hope you will kindly accept.

I have the honor to be, Dear Sir,

your obedient servant,

TANAKA-FUJIMARO,

Vice-Minister of Education.

This code is so short that our readers will no doubt be glad to read it. We, therefore, reproduce it entire.

CODE OF EDUCATION.

ART. I. The educational affairs throughout the Empire shall be under the control of the Minister of Education, and consequently all schools, kindergartens, libraries, etc., both of public and private establishments shall be under his supervision.

ART. II. The schools shall be elementary schools, middle schools, universities, normal schools, special schools, and other institutions of learning.

ART. III. The elementary school shall be a school in which primary or elementary instruction is given to children in the following branches of study: the elements of reading, writing, arithmetic, geography, history, morals etc.; and, according to the local conditions, linear drawing, singing, gymnastics etc., and the outlines of physics, physiology, natural history etc., shall be added, and especially for the benefit of female pupils, some other branches of instruction, such as sewing, shall also be provided.

ART. IV. The middle school shall be a school in which higher instruction is given in the common branches of study.

ART. V. The university shall be a school in which law, science, medicine, literature, and other special branches of study are taught.

ART. VI. The normal school shall be a school for the training of teachers.

ART. VII. The special school shall be a school in which instruction is given in one special branch of study.

ART. VIII. It shall be lawful for any persons to establish any of the schools above enumerated.

ART. IX. All wards (in cities or towns) or villages shall severally or jointly establish public elementary schools, unless such wards or villages have private elementary schools deemed to be of equivalent public benefit to the people, in which case it shall not be obligatory upon them to establish public elementary schools.

ART. X. A school committee shall be organized in each ward or village for the management of its school affairs:—but it shall be left for the ward or village to fix the number of persons constituting the committee and to determine whether any compensation shall be allowed or not.

ART. XI. The school committee shall be elected by the people of said ward or village.

ART. XII. The school committee shall be under the supervision of the governor of fu and ken, and it shall be the duties of the said committee to take general charge of the attendance of pupils and the establishment and maintenance of schools.

ART. XIII. The period of eight years, from six to fourteen years of age, shall be fixed as the school age of of every child.

ART. XIV. Every child shall receive elementary instruction for a period of sixteen months at least during its school age. $\,$

ART. XV. Parents or guardians shall be responsible for the school attendance of such of their children as are of school age:—And whenever, owing to some particular or unusual circumstances, they are prevented from attending schools, the reasons for such failure to attend shall be laid before the school committee,

ART. XVI. In the public elementary schools, the course of study shall extend over the period of eight years, but on account of local conveniences this period may be reduced to not less than four years, in which case the instruction shall be given for not less than four months in each year.

ART. XVII. Where children have the means of receiving elementary instruction in any other way than by attending schools, such instruction shall be recognized to the extent that it is equivalent to that of the public schools.

ART. XVIII. In any localities where the means are inadequate for establishing and maintaining schools, it shall be lawful to organize a system of itinerary instruction for teaching children.

ART. XIX. Schools shall be classed as public and private: those which are established and maintained out of local taxes or at the public expense of wards or villages in which they are established, shall be called public schools; and those which are established and supported at the private expense of one or more individuals, shall be called private schools.

ART. XX. A public school shall be established or abolished with the approval of the governor of fu or ken.

ART. XXI. Upon the establishment or abolition of a private school, a statement to that effect shall be presented to the governor of fu or ken.

ART. XXII. The course of instruction of a public school shall be submitted to the Minister of Education for his approval.

ART. XXIII. Upon the establishment of the course of instruction of a private school, a statement of the same shall be presented to the governor of fu or ken.

ART. XXIV. The expenditures for any public schools which are established by the vote of the fu or ken assembly shall be paid out of the local taxes, and those of the public schools which are established by the vote of the people of a ward or village shall be paid out of the said ward or village rates.

ART. XXV. In case schools established and maintained at the expense of any wards or villages require to be aided by the local taxes, the matter shall be submitted to the consideration of the fu or ken assembly and be carried into operation according to the decision of that assembly.

ART. XXVI. Public school sites shall be exempt from taxation.

ART. XXVII. All contributions either pecuniary or otherwise which are made for educational purposes shall not be used or appropriated in any way other than that designated by the donors.

ART. XXVIII. For the purpose of assisting public elementary schools, the Minister of Education shall annually distribute a certain amount of the Government aid to each fu or ken.

ART. XXIX. The governor of fu or ken shall distribute the Government aid received from the Minister of Education among the public elementary schools.

ART. XXX. No portion of the Government aid shall be distributed to any elementary schools which have not been in session for a period of more than four months during the preceding year.

ART. XXXI. It shall be lawful for the governor of fu or ken to contribute from the Government aid to any private elementary schools which he deems to be of sufficient public benefit to the people of the wards or villages in which they are established.

ART. XXXII. It shall be lawful to contribute from the Government aid to any wards or villages where itinerary instruction is maintained for at least four months a year.

ART. XXXIII. Public normal schools shall be established in each fu or ken.

ART. XXXIV. Public normal schools shall grant certificates to their own students who have completed the course of study and passed the final examination.

ART. XXXV. Public normal schools shall grant certificates to other applicants than their own students when, on examination, they are found to be properly qualified to receive the same.

ART. XXXVI. For the purpose of encouraging the improvement of the public normal schools, the Minister of Education shall have discretionary power to distribute a certain amount of the Government aid to each fu or ken.

ART. XXXVII. Teachers of either sex shall be over eighteen years of age.

ART. XXXVIII. Every teacher of public elementary schools shall have received a certificate from a normal school:—but it shall be lawful for any person to be employed as a teacher without a certificate, provided he can furnish evidence that he possesses sufficient qualifications for his duties.

ART. XXXIX. The Minister of Education shall from time to time send out officers of the Department to fu and ken, for the purpose of inspecting the actual condition of educational affairs.

ART. XL. Every school, either public or private, shall be open to inspection by the officers sent out by the Minister of Education.

ART. XLI. The governor of fu or ken shall annually prepare a report concerning the actual state of educational affairs within his jurisdiction and forward the same to the Minister of Education.

ART. XLII. In schools in general, pupils of both sexes shall not be taught in the same rooms:—but in elementary schools teaching both sexes in the same rooms shall be permitted.

ART. XLIII. A school fee shall be charged or remitted according to the circumstances of the schools.

ART. XLIV. Children who have neither had small-pox nor been vaccinated shall not be admitted to the schools.

ART. XLV. Persons affected by any contagious diseases shall not be admitted to the schools.

ART. XLVI. No corporal punishment (such as whipping or binding with ropes or cords) shall be inflicted on the pupils in the schools.

ART. XLVII. Parents or guardians of pupils shall be permitted to attend any and all examinations that may be held in the schools.

—We have recently received the school reports of Massachusetts, Pittsburgh, Columbus, and Cincinnati, the first and last being bound in cloth. The Massachusetts Report is a work of 472 pages. It embodies the reports of the Board of Education, of the Normal-School visitors, of the Secretary, the Hon. J: W. Dickinson, of E. A. Hubbard on Teachers'

Institutes, of C.O. Thompson on Handicraft in School, of Walter Smith on Drawing (for some unaccountable reason copyrighted), of Sewing in the Worcester Schools, etc. One striking feature of the extended report of the Norfolk-County Schools by Geo. A. Walton, is 50 pages of facsimiles of children's work. The Secretary, among other things, discusses Supervision and High Schools. He says that there are no county superintendents in the New-England States, Delaware, Ohio, or Missouri. Sup't Luckey's Report of the Pittsburgh Schools, 121 pages, is chiefly statistical. Sup't Stevenson's Report of the Columbus Public Schools is a beautiful volume of 309 pages. This report is also mainly statistical, the topics discussed being briefly, but pointedly presented. Of the 267 pages in the Cincinnati Report only 58 are occupied by Sup't Peaslee, exclusive of the tables, including the reports of the High Schools and University. Mr. Peaslee says there are but three universities in the United States, namely, Harvard, Johns-Hopkins, and Michigan in which the matriculation examinations are equal to those of the University of Cincinnati. The existence of this University as a part of the Public-School System of Cincinnati places that city ahead of all cities in the world as to the free education of its youth. After the above was in type we received Sup't H: F. Harrington's Report of the New-Bedford Schools, which will be referred to next month.

⁻Last year we published an account of the celebration of Longfellow's birthday by the Salem (Ohio) High School. We are glad to learn that the example has been widely followed this year. Accounts of such celebrations have come in from many quarters. We have before us extended newspaper accounts of the proceedings on Friday afternoon, Feb. 27, in the High Schools of Batavia and Wooster, and briefer accounts of the celebrations in other places. The exercises at Mt. Healthy, Ohio, took place in the evening at the Christian Church. Sup't Peaslee, of Cincinnati, gave the biographical sketch. To use a slang expression which will soon pass away, but which has already done, and will continue to do as long as it stays, immense service, we can say that literature is "booming" now in the schools. We suggest that while celebrations are afloat that it would not be inappropriate to celebrate the birthday of eminent teachers and other philanthropists. This month we give in another place an account of the celebration of James Russell Lowell's birthday by the Salem High School, prepared by one of the second-year students. This report accidentally omitted a reference to the toasts proposed by the master of toasts just after the recess. We give two of the toasts. "James Russell Lowell, our Minister to England, a prose writer, a poet, a humorist, a Satirist, an AMERICAN," and "Literature" to the latter of which a young lady responded as follows:—"Dr. Johnson says: 'The chief glory of every people arises from its authors.' If this is true, and we cannot doubt it, then to the English-speaking nation belongs the greatest glory; for in their literary inheritance the readers of the English language are the richest people that the sun shines upon. Their novelists paint the finest portraits of human character; their historians know the

secrets of entrancing and philosophical narrations; their critics have the keenest acumen; their philosophers probe far into the philosophy of the mind; their poets sing the sweetest songs."

—The writer of the article on the Study of Shakespeare, in this number is a member of the New Shakespeare Society. He adopts the spelling of that organization "Shakspere" except in quotations in which a different orthography is used. We think Mr. Cox is right in his strictures of the extreme positions assumed by Mr. Hudson, who occasionally writes with more warmth than moderation or judgment.

-The social tendencies of our time are against solid acquirements. Education is regarded in the light of an amusement rather than a serious pursuit. It must come easy or not at all. The strife for learning may be abandoned, but to give up children's parties is a thought not to be entertained for a moment. The cry of the murder of the innocents is heard in the land. Brain-work is the source of all our ills; but infantile dissipation and dyspepsia are looked upon without apprehension. demand for a go-as-you-please education has wonderfully stimulated the inventive faculties of schoolmasters; and "systems" of education are becoming almost as numerous as systems of medicine—the general tendency being in the direction of homeopathic doses. The schoolmaster who insists upon old-fashioned study is voted an unmitigated tyrant, and his educational board watches with unconcealed impatience for an opportunity to get his head in the executioner's basket. It is urged against our schools that they make no great men. We might as well expect to make a great man out of an oyster, as to make one out of a boy without working his brains. The schools should have the credit of doing what they can to stem the flood of foolishness, but it is to be feared that the educational quacks will prove too much for them in the end. As an illustration of what is really work, I quote a sentence from a letter from a West-Point Cadet in his first year, dated March 5. He says: "We've been through nine books in Davies's Geometry, and are now well into trigonometry, and this since about the 7th of January." That is, nine books of geometry in less than two months, with two lighter studies in proportion. Such progress comes of making the getting of an education a business instead of an amusement. X.

^{——}What we need in our legislature is an able pertinacious man, bold enough to combine in one bill those educational reforms necessary to place Ohio on an equal footing with the most advanced States. Boldness accompanied by sound judgment almost always wins; and I believe we could as readily secure the passage of a law embracing all these features as a law embracing but one. We need a State Board of Education, a State Superintendent, elected by this Board, County Superintendents nominated by the State Superintendent and confirmed by the State Board, and the township system with its board elected by the people at large. A law thus comprehensive in its provisions would be endorsed by

a large majority of our people. The people's ability to recognize a good thing in business affairs when they see it may be relied on. They suspect (what is true) that they do not, under our present unsystematic administration of school matters, get enough for their money. Six millions expended under such an organization as above proposed, would return more in profitable results than eight millions now do.

X.

THE number of school-houses in our State properly ventilated and (in cities) lighted, is few. And the work of erecting new buildings which set at defiance every sanitary law goes bravely on, and is likely to go on for years to come. It would require three men to get up a good plan for a school-house: a first-class schoolmaster, a first-class architect, and a first-class physician, well informed in all questions of sanitation. The legislature couldn't do a better thing than make an appropriation for the School Commissioner sufficient to enable him to procure the best possible plans for four or five different kinds of buildings fitted to the wants of the various localities and classes of schools in our State. These plans could then be printed and be distributed gratis on application of school authorities. In this way more improvement would be made in school buildings in one year than is likely to be made in ten under the present order of things.

——It is not always the duty of the teacher to advise a pupil to remain in school. When a girl with no literary taste and with less than average ability is persuaded to drag after her class in the hope of obtaining a position as teacher, it is cruel to urge her on in quest of a place for which she is utterly unfit. The boy who loathes school ought to go to work; if study is doing him no good the pretence of study is doing him harm by confirming the vicious habits of idleness and inattention. The conscientious physician will not persist in a treatment which he knows to be hopeless. School is not a panacea. It is useful to the child if it furnishes him with such employment as shall aid him in the control and exercise of his faculties. If not, the sooner he leaves school the better.

D.

[—]A school system is greater than any one man. No teacher should flatter himself that the educational welfare of his community will be permanently destroyed by his death or resignation. Ohio is especially favored, at this time, with strong men. Men who are capable of leading senates, armies, and school systems. When one of these men vacates his position a dozen men as able as he are ready to take his place. If our State is to maintain her enviable position among the sisterhood of States, she will do so by means of the higher education and the common schools.

[—]There is a wide field and a ripe harvest in the South for colored teachers. It is pretty clearly established that the most successful teachers among the freedmen are those of their own color. Let the teachers in the colored schools of the North encourage their more capable pupils to

prepare themselves for educational work in the States South of the Ohio River. If the two contending civilizations in this country are harmonized and made one, the work will be done by the schoolmaster.

D.

—We confess a weariness like "Y's" of the well-worn and perhaps well-used introduction, "Educate is derived from e and duco." How would the following do as a substitute?

"Instruction is not a tearing-down process, but a building-up; it is derived from the prefix in and the verb struere, to build, to pile up, to set in order." Hour after hour in educational conventions is wasted in exposing the weakness of this or that method. Would it not be well to have a little building up, a little more "positive philosophy"?

M. R. A.

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EDUCATIONAL INTELLIGENCE.

- —The salaries of teachers in Wisconsin have begun to be increased.
- —THERE are more than 1000 pupils enrolled in the Public Schools of Warren, Ohio.
- —Тни Pennsylvania State Teachers' Association will meet at York, July, 27, 28, 29.
- —The February report shows that four of the Kent (Ohio) Public Schools had no tardiness in that month.
- ——The first meeting of the Clermont-County Science and Literary Association was held in Batavia, March 6.
- —No. 1 of vol. 2, January and February, 1880, of The Phonetic Educator edited by Elias Longley, appears as a duodecimo.
- —Word comes from Columbus that the General Assembly will do nothing worthy of note this session in school legislation.
- ——THERE were enrolled in the Public Schools of Batavia, Ohio, in February, 276 pupils and there were only 3 cases of tardiness.
- —GOLDEN DAYS is the title of an illustrated semi-monthly just started in Philadelphia by James Elverson. Price \$3.00 a year. It presents a neat appearance.
- —The Public Schools of Wooster, the newspapers say, are in a most admirable condition. Such comments, we suspect, do not injure the feelings of Sup't Eversole.
- ——The Fayette-County Teachers' Journal is again under way. The March number appeared with as bright a face as the Journal had before its brief and let us hope refreshing sleep.
- ——The California State Normal-School Building at San Jose was destroyed by fire Feb. 3, 1880. Estimated loss \$250,000. The school has been continued in the Public High-School building.
- —WE acknowledge the receipt from the Hon. Hugh S. Thompson, the South-Carolina School Report for 1879, and from Sup't W: H. Wiley the Report of the Terre Haute (Ind.) Public Schools for 1878-79.

- ——LAST year the teachers of the Sidney Public Schools visited the Dayton Schools in a body. This year they visited the Troy Schools. The visiting corps consisted of Sup't V. B. Baker, and fifteen other teachers.
- —The Scioto-Valley Teachers' Association meets in Chillicothe, April 16 and 17. All the counties of the 12th Congressional District will participate, and some of the adjoining counties. Masonic Hall has been engaged for an evening lecture.
- —The class in American Literature under the teaching of Mrs. Von Buhlow of Washington C. H., was announced to give in the School Hall, April 2, an entertainment on American Literature. This is, so far as we know, a new feature in literature instruction.
- ——The previously-announced program for the bi-monthly meeting in Willoughby, March 13, of the Lake-County Teachers' Association was as follows:—"School Discipline," S. P. Merrill, discussion to be opened by J. G. Warren; "Class Exercise," Miss A. G. Egbert; "Teachers and their Vocation," Marian Frink; discussion.
- ——The Board of Education of Chillicothe, Ohio, contemplate erecting a new building in the Central District the coming summer, to accommodate the A and B Grammar grades, which have been forced, from lack of room, to occupy rooms in the Eastern building. A new grade, introductory to the High School will, no doubt, be established.
- —The contract for a new 8-room school-house in Salem, Ohio, has been let. The work will be begun immediately. It is planned so as to have the teachers' desks in the same story occupy successively positions in the north, east, south, and west ends of the rooms. This plan has been adopted in Cleveland and Akron in the rooms of the new buildings.
- ——At the recent oratorical contest in Akron the Hon. Rufus P. Ranny, on behalf of the committee, awarded the first prize to a student from Otterbein University, the second to a student from Oberlin College. Mt. Union carried off the first prize for essay and Ohio University the second. Only two other institutions were represented, Wooster and Buchtel.
- —One of the school buildings in Troy, Ohio, is called "the Edwards building" in honor of a former superintendent, Wm. Norris Edwards, who died there Aug. 3, 1867. Has any other Ohio teacher been honored in like manner? There is a school in Pittsburgh, Pa., called "the Luckey School" in honor of the present superintendent, who may be, indeed, considered a Luckey (lucky) fellow. He used to teach in Ohio.
- ——WE hope that executive committees of institutes will send us early notice of the time, place, duration, and instructors of their next institutes. It is also the desire of the State Commissioner to learn the times and places of institutes and especially of those to be held in counties that he has not yet visited. Send the information to his office at Columbus. He has already promised to attend nine summer institutes.
- ——The Northern-Columbiana County Teachers' Association met in Columbiana, March 13. Forty-seven teachers were present. Mr. Overholt presented the subject of General Exercises in Schools which presentation led to an interesting discussion; Maggie Umstead spoke on Meth-

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ods of School Discipline, and G: N. Carruthers, on Methods of Teaching and Reading. We were not able to be present and hence our report is brief, being gathered from a newspaper.

—The Fulton-County Teachers' Association met in Ottokee, Feb. 21. The attendance was small on account of bad roads. There was a discussion as to the best way to advance the interest of the Association and on methods of teaching primary geography. Some time was given to the pronoun and to difficult sentences. "What are we doing for the morals of our pupils" was also discussed. The participants were Messrs. Grover, Fraker, Canfield, Vanarsdale, Sater, McConkie, and others.

——The previously-announced program of the Fayette-County Teachers' Association at Washington C. H., March 27, was as follows:—"What shall we read?", M. A. Perdue, discussion to be opened by E. H. Mark; "The Teacher," Sup't Sleppey; "Poetry and the Schoolmaster," Mollie Kinsella; "How shall we organize a District School?" Roscoe Stinson-Provision was also made for music by the High-School Orchestra, and an Address of Welcome by Judge J. B. Priddy and a Response by C. R. Marshall, and a Social and Lunch at noon.

—The Board of Education of Union Township, Butler Co., Ohio, has voted unanimously to purchase Webster's Dictionaries for the use of all the schools of the township. We hope this action is a result of our lectures on the use of the dictionary at the County Institute last August. We have also to chronicle the fact that the General Assembly of Wisconsin (by a vote of 95 to 1 in the House) directed the State Superintendent to purchase 600 Webster's Quarto Dictionaries to be placed in schools not already supplied with them.

—The New-York State Teachers' Association will meet at Canandaigua, July 20, 21. 22. This will be the week after the meeting of the National Educational Association at Chautauqua. Ohio teachers at Chautauqua can easily run over to Canandaigua and visit our New-York friends. Several years ago the Ohio Teachers' Association was favored with a visit from our genial friend, C. W. Bardeen, Editor of the School Bulletin and author of the intensely-interesting school novel Roderick Hume, and the scholarly Samuel Thurber, then of Syracuse but now of Worcester, Mass.

—Washington's birthday was celebrated in all the city schools of Chillicothe. The exercises consisted of essays, readings and conversations on the general subject of his character and public services. Longfellow's birthday was also honored in one of the grades. The practice of committing to memory "gems" from the best writers has been continued thus far and is already bearing good fruit. The annual public examination occured this year March 24. Only the regular daily exercises of the schools were exhibited.

—The schools of Barnesville, Ohio, are said to be doing better than ever before. The tardiness has been steadily decreasing for the last seven years. It took, however, three years to get it down to 1000 minutes a month. Latterly it does not reach one-third this amount. The new school building, which was dedicated March 12, is, no doubt, a source of

enjoyment to Sup't Yarnell and his associates. The February report shows an enrolment of 531, of whom 348 lost not even a half day in the month. There were 36 cases of tardiness amounting to 271 minutes, and 106 visits from parents and friends.

- —The previously-announced program for the meeting of the Warren-County Teachers' Association in Mainville, March, 27, was as follows:— "Marks of Educational Progress," R. M. Mitchell, discussion to be opened by Miles Brown; "Geographical Studies," Frank Eaton, discussion to be opened by Sup't Heise; "Reading—The Natural Method," F. M. Cunningham, discussion to be opened by Peter Sellers; "Mountains," Perry V. Bone, discussion to be opened by Frank W. Steddom; "The Teacher and the Board of Education; United—they Stand; Divided—they Fall," W: Logan, discussion to be opened by W. W. Leonard.
- ASPIRANTS for State Certificates may be interested in knowing on what subjects applicants are examined. We quote from the certificate of I. M. Clemens, recently obtained, the following subjects. 1. Theory and Practice. 2. Reading, 3. Orthography. 4. Penmanship. 5. Arithmetic. 6. Geography. 7. Eng. Grammar. 8. U. S. History. 9. General History. 10. Zoology. 11. Natural Philosophy. 12. Algebra. 13. Geometry. 14. Constitution of the United States. 15. Physiology. 16. Eng. and Am-Literature. 17. Rhetoric. 18. Mental Philosophy. 19. Chemistry. 20. Astronomy. 21. Latin.
- ——The Trumbull-County Teachers' Association met at Warren, Feb. 21, with an attendance of about fifty. The address of the President, O. M. Woodward, was discussed by E. F. Moulton and others, and J. E. Morris's essay on "Imaginings" was discussed by W. N. Wight, J. H. and F. M. Currie, E. M. Wood, and L. L. Campbell. The sub-district system came in for its share of criticism and a desire was expressed for a plan to require teachers who are granted certificates to "give evidence of a first-class moral character." We suggest the plan involved in "By their fruits ye shall know them."
- Association. Every effect is the result of one or more causes. The first cause of this, we think, was the Gambier Institute last fall, thanks to our earnest educators. A second cause, the "impassable" condition of the roads which prevents attendance at the County meetings. Our work at our last session was as follows: "A Treatise on Grammar" by Mr. S. Bell; "Teaching Beginners the First Principles of Arithmetic," by Mr. H. L. Willson; "The Results of an Experiment, or Teaching Spelling without a Book," by E. L. Dunlap; "Uniformity of Text-Books," general discussion. Our time was pleasantly and profitably employed." E. L. D.
- ——"THERE was a Mass Educational Meeting held at London, O., Feb. 2. Addresses were made by Alston Ellis, subject, "Some Common Errors in regard to Schools," by Sup't J. W. Sleppey of Mt. Sterling, O., subject, "The True Teacher," and by Sup't J. P. Patterson of Washington C. H., subject, "Science in the School." He argued that the rudimentary principles of natural science should be taught in all schools both town and country. He illustrated the manner in which this could be done by

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speaking upon the chemistry of the candle, and he performed many experiments in connection with it. The large attendance at this meeting was due, to a great extent, to the endeavors of our energetic president, Geo. H. Hamilton."

W. V., Sec.

PERSONAL.

- ——Henry A. Ford has retired from his connection with the Cleveland Leader.
- ——H. N. French is the new Superintendent of the Public Schools of Kalamazoo, Mich.
- ——Louise Benton, of Cleveland, has been elected to a position in the Central High School.
- ——LYDIA OGDEN has resigned her position in the New-Lisbon Public Schools. Rumor says anticipated matrimony is the cause.
- ---J. C. Morris has succeeded A. J. Willoughby as Principal of one of the districts in Dayton, Ohio. Mr. Morris was formerly one of the Dayton Principals.
- John B. Coir has been elected to a position in the Cleveland Central High School. He has been assistant at the observatory in Ann Arbor, Mich.
- ——Miss Lucy Walker, formerly a student of the Cincinnati Conservatory of Music is succeeding well as teacher of music in the Gallipolis Public Schools.
- ——D. Ross Boyd, Superintendent of the Public Schools of Van Wert, Ohio, is talked of as a candidate for the Republican nomination for State Commissioner of Common Schools.
- —JAMES DE MILLE, author of the Dodge Club, etc., died at Halifax, Nova Scotia, Jan. 28. He was a professor in Dalhousie College, and a graduate of Brown University.
- ——MARSHALL JOHNSON'S name appeared on p. 101 of our last issue as Michael Johnson. We suspect the mistake was originally made in the newspaper from which we gathered the facts.
- —The Norwalk papers pronounce the administration of J: C. Kinney a marked success. The schools seem to have gone along without a jar. We are always glad to chronicle such success.
- ——Theodore Thomas has resigned his position as Musical Director of the Cincinnati College of Music. Cause, want of harmony of views with the Board of Managers, and especially the President, G: Ward Nichols.
- ——Prof. James A. Brush, of Mt. Union, Ohio, has received the nomination of the Prohibition party of Ohio for State School Commissioner. He is generally considered among the best of the teachers in the Mt.-Union Faculty.
- ——Dr. Henry von Holst, whose Constitutional History of the United States we noticed some months ago, has declined the offer of a professor-

ship of constitutional law in the Johns-Hopkins University with a salary of \$5,000 a year.

- ——Dr. T: C. MENDENHALL, Professor of Physics in the Imperial University of Tokio, Japan, has been elected to a like position in the Ohio State University to take effect upon the termination of his engagement in Japan. The teachers of Ohio will welcome him back with extended arms. He is expected to enter upon his duties in Columbus in September, 1881.
- ——Dr. S. J. Kirkwood of Wooster University, is talked of as a candidate for the Democratic nomination for State Commissioner of Common Schools. Dr. Kirkwood is sound on all school questions and would make an excellent officer but we suspect that he could not be induced to leave the University and that he would favor the re-nomination of the present energetic incumbent, the Hon. J. J. Burns.
- ——Col. D. F. De Wolf, of Hudson, has been mentioned as a suitable person to receive the Republican nomination for the office of State Commissioner of Common Schools. Colonel De Wolf is not a novus homo in the educational work of Ohio, his active connection with such work in the State dating back more than thirty years. The only break in this work so far as we know was while he was doing duty in the Army of the Union.
- —John P. Patterson, the energetic and whole-souled Superintendent of the public Schools of Washington C. H., rejoices in a State Certificate after three days' hard work. His name should have appeared in the list published last month instead of Mrs. P. Patterson. The list was copied from a newspaper in which the mistake was found. Generally the secretary of the Board furnishes us an authentic list, but he failed to do so for the last examination.
- —I. P. Hole, for twelve years Superintendent of the Public Schools of Akron, Ohio, and now at the head of the Damascoville Academy, five miles west of Salem, Ohio, did excellent service at the Teachers' Meeting at Vernal-Grove School-house near Salem in presenting the subject of Winds and Climate. The editor of the Monthly gave at this meeting two lectures on the Precession of the Equinoxes, a subject that he had never before been invited to talk about in a teachers' gathering.
- ——F. E. Wilson of Riverside, Ohio, has become the publisher of the *Public-School Journal* heretofore published at Mt. Washington, Ohio, by W. E. Dunham. Mr. Wilson has always taken great interest in this journal along with the *Ohio Educational Monthly* and will now probably do more than ever to extend the influence of both in southwestern Ohio. One prominent feature of the *Journal* is the publication of the examination questions of Hamilton and several neighboring counties. How to get a certificate in these counties is an important question to many young teachers.
- —James A. Clark, of Paddy's Run, Ohio, died at 1:30 A. M., March 18th. His last teaching day was March 5. His health had not been good for several months. Mr. Clark was a gentlemen of great nobility of character, and his loss will be deeply felt by the energetic teachers of

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Butler County. Our acquaintance with Mr. Clark was exceedingly pleasant, and the news of his unexpected death greatly surprised us. We hope that Mr. L. D. Brown, of Hamilton, will secure for us some particulars of Mr. Clark's life for publication in our next issue.

—F. A. ALLEN, Principal of the Normal School at Mansfield, Pa., died after a short illness Feb. 11. He was born in Cummington, Mass., July 10, 1820. He has been an active educator, serving as county superintendent, Principal of Academies, and Normal Schools. He is known to many as a popular institute instructor. Our personal acquaintance with Mr. Allen was slight but pleasant. We have watched his career for many years. His death will be mourned by hundreds nay thousands of persons who knew him personally. He was the author of a unique Primary Geography and with Mr. Shaw of a "Comprehensive Geography." Both of these works were used for years in the Salem Schools when we superintended them.

—Prof. James E. Murdoch, the veteran expounder of Dr. Rush's Philosophy of the Human Voice, has prepared a work entitled "The Stage, or Recollections of Actors and Acting." It is to have a copious index and a biographical sketch of the author. A limited edition, large-paper style, called the "Author's Autograph Edition," will be issued at \$5. It will be rich in anecdotes and references to authors and actors, and will contain portraits of Murdoch and Forrest. The work will be sold only by subscription, the subscriber's name to be printed in the volume. It will be published by the enterprising publishers J. M. Stoddard & Co. of Philadelphia, but all the profits of the sale of the edition will be given to Mr. Murdoch. Mr. Murdoch has so long been a resident of Ohio that we have learned to claim him as a full-blooded Ohio man.

BOOK NOTICES.

AN ELEMENTARY GUIDE TO DETERMINATIVE MINERALOGY, for the use of the Practical Mineralogist and Prospector, and for Instruction in Schools and Academies, based upon the method of Weisbach's "Tabellen Zur Bestimmung der Mineralien," applied chiefly to American species. C. Gilbert Wheeler, Professor in the University of Chicago. Chicago: S. J. Wheeler, Publisher. 1880. Price \$1.00. Introduction and sample price 50 cts.

Those teachers who are devoting time to the collection and classification of mineralogical specimens will find great help in this work. It is entirely tabular. It describes 229 minerals simple and compound.

ELEMENTARY LESSONS IN ENGLISH FOR HOME AND SCHOOL USE. By W. D. Whitney, of Yale College, and Mrs. N. L. Knox. Boston: Ginn & Heath. 1880. Pages 192.

This book is beautifully bound in brilliant scarlet cloth, such as attracts the eyes of the young. It teaches how to speak and write correctly. There are many language books which seem to us a failure. We can say of this work that it comes nearer our idea of what such a book ought to

be than, any we have as yet seen. The very first lessons get as Horace says, "in medias res" and teach what is practically valuable. Mrs. Knox, it seems, has been a Cincinnati teacher with a varied experience.

CHART OF ENGLISH HISTORY. By E. M. Lawney. Philadelphia: Claxton, Remsen, and Haffelfinger.

This is a neatly-mounted chart, 28 by 22 inches. If the central column represents the sovereigns of England in the order of their succession, date of accession, and years of reign. Relationships are represented by divergent lines, the names of kings and queens being printed in red ink. The chart gives a brief outline of English history from 1066, the accession of William the Conqueror, to the war in Zulu Land, 1879, with dates back to 459.

The Independent Primary Writing Speller. By J. Edwin Phillips. A Classified Record Book for Written Spelling and a Complete Guide to Correct Penmanship. A. S. Barnes & Co.. New York and Chicago.

We have before us three of the numbers of this ingenious device for combining correct spelling with penmanship. Rules of spelling and suggestions to teachers are found on the covers.

THE SUNDAY-SCHOOL HYMNAL. A Collection of Hymns and Music for Use in Sunday-School Services and Social Meetings. By the Rev. Edwin P. Parker, D. D. A. S. Barnes & Co., New York and Chicago. This is a neat book filled with soul-stirring hymns. The number of hymns is about 130. The music is given in connection with the hymns.

A Practical English Grammar: For the Use of Schools and Private Students. By Albert N. Raub, A. M., Ph. D. Porter & Coates, Philadelphia. Pages 256.

The preface of this book is dated March 1, 1880, hence the work is the latest contribution to grammatical study. It is well printed and deserves a place by the side of the ordinary grammars. There are many good things in the work such as calling what a simple relative, the treatment of the subjunctive mood, of had rather and had better, of I feel bad, etc. There are, however, some things that we cannot commend, such as some of the remarks on comparison, the treatment of voice, of is come, of mine, the definition of subject, etc. The author in discussing the points that we cannot commend merely follows the teaching of the ordinary school grammars.

ELEMENTS OF EARLY LATIN, selected and explained for the use of students. By Frederic D. Allen, Ph. D., Professor in Yale College. Boston: Ginn & Heath. 1880. Pages 106.

This little work opens a new field to students in Colleges and High Schools. There has been nothing cheap and accessible that would give them an idea of Latin preceding the Ciceronian period. The plays of Plautus and Terence, twenty-six in number, and Cato's short prose treatise De Re Rustica, are all that we have in an entire condition. The study of this work, about half of which is filled with the scholarly comments of the author, cannot fail to give the Latin student or teacher a deeper insight into the language. The frontispiece is a facsimile of the epitaph of Cornelius Scipio.

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THE

OHIO EDUCATIONAL MONTHLY;

Organ of the Ohio Teachers' Association,

-AND-

THE NATIONAL TEACHER.

MAY, 1880.

Old Series, Vol. XXIX, No. 5.

Third Series, Vol. V, No. 5.

LONDON SCHOOLS.

Two classes of public schools divide the favor and the patronage of parents in London whose limited means force them to send their children to one or the other; but few I think do so except under the pressure of necessity. The National Schools as they are called are virtually Church, or parochial schools, supported partly by subscription and partly by the patrons They are fast being superseded by the Board Schools, and before long will doubtless altogether disappear, although the most distinctively English in their teaching and training, preserving class distinctions along with that reverence for rector, curate, and Establishment which is fast becoming obsolete. Women are eligible to a seat in the London School Board, and they are subjected to cross questioning and examinations in common with other candidates. They address public meetings, pledging themselves to vote for this or that measure, to favor retrenchment or expansion, the teaching of religious truths or purely-secular knowledge, the curtailment or enlargement of the course of study, or to sustain or oppose whatever question that happens to be at stake. The opposition to the Board Schools takes the same shape or shapes as that which periodically threatens our system in Ohio-want of a practical character, want of thoroughness, too wide a range of subjects, and in addition the charge that they unsettle society

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create discontent, and contravene the old teaching which aimed to make men and women happy and useful in the state they were born in. This last as might be expected is the main argument. The National-School building belonging to the church of "St. Martin-in-the-Fields," was built as an inscription testifies, by subscription on ground given by George IV. It lies in my usual route homeward from the "City" and Westminster, and a few notes from a visit I paid it on a bright sunny morning, the first for weeks, may not be altogether devoid of interest. It was well that I chose a favorable day. The narrow paved alley which led to the entrance, and the dark winding stairs seemed very gloomy even then. The boys' school which I visited first was on the second floor. Nearly two hundred little fellows, ranging from seven to twelve, were here gathered under the control of a head master and three or four assistants all teaching in the same room. school was in another room on the same floor, and the girls' The head master was a venerable looking old man who seemed quite enthusiastic in his work. He told us that they were expecting a visit from her Majesty's inspector, and that the usual order of exercises was broken in upon in consequence. A confused hum arising from several recitations going on at once, made the room at first seem quite disorderly; but on closely watching. I could not discover more than the usual quantum of boyish mischief. The teaching and text-books were of a very elementary character, suited to boys who usually leave school at the age of eleven and twelve. The girls stay longer, many of them until they are fourteen, but the boy is withdrawn as soon as he is able to do any thing, or there is any thing for him to do.

The children were comfortably, and even well dressed, the sons of small tradespeople and the better laboring class, the master told me. A short stay here sufficed, and I ascended another flight of stairs to the girls' room. Here as I entered they all rose and broke out into singing meant to be joyful, but which sounded very lugubrious, and tallied well with the unusually-solemn faces of the little English girls. I suspect that the singing and looks were in expectation of a much greater visitor, for the head mistress who came nervously forward said that they were momentarily expecting a visit from her Majesty's inspector, whom I doubtless knew by reputation, Mr. Matthew Arnold. Punctuality, I am afraid, is not

one of his virtues, the school and teachers were evidently wrought up to a high degree of tension awaiting him; they sang, recited, went through with various calisthenic exercises, but he came not, and everybody looked anxious. While he tarried the principal pointed out to me the schedule of their daily work, in which I found the scriptures, catechism, and liturgy, had a place together with the making and cutting out of garments. She was curious to know how we found time to teach the lengthy course of study laid down in our public-school catalogues, adding by way of explanation, "An American lady from St. Louis State sent me one, or is St. Louis in Michigan"?

I did not learn what salary she herself received, her head assistant she told me had sixty-five pounds a year, more than I had supposed, considering the prevailing low rate of wages, and the slight qualifications. Several tables were covered with old-fashioned samplers, knitting work, underwear, mended garments, stockings carefully darned, trimmed paper patterns—specimens of their work and awaiting inspection equally with their proficiency in arithmetic or geography.

At last the great man came accompanied by the vicar's two daughters, evidently to the great relief of the teachers, who seemed at their wits' ends to occupy the children and keep them up to the presentable point of order. Mr. Arnold is a tall, muscular, powerfully-built man of about forty-five, not likely to be singled out in a crowd as poet, essayist, or critic. His father, as all are doubtless aware, was the noted head master of Rugby, commemorated in Tom Brown's "School Days," and a teacher of what has been called "muscular christianity." He accosted me pleasantly saying that he had heard below that an American lady from Salem, Ohio, was visiting the school. and at once proceeded to ask many questions respecting our climate, productions, etc. "Salem is one of your largest cities is it not"? I was obliged to confess that it was not, and to cite Cincinnati and Cleveland, "Oh! yes," he had heard of Cincinnati. Turning to the most advanced class awaiting his examination he asked "how do your children compare in complexion with these? Does the heat of your climate render them sallow"? There rose before me a vision of the brighteyed rosy-cheeked troops at that moment crowding the sidewalks on their way home at the noon recess, and I could positively deny the imputation. He turned to the tables. picked up garments, examined sewing, commended the darning.

and complimented the work, the two daughters of the vicar looking on but seldom venturing a remark. A small primer containing extracts from Shakespeare's Henry VIII, mainly the Wolsey and Queen Katherine parts furnished the matter for parsing, which was of the most old-fashioned character, rattled off like most exercises of the kind.

Much of the primer was recited by several pupils with very correct intonation.

An examination in geography followed, conducted mainly by the teacher. For the benefit of the stranger present, Mr. Arnold instituted some questions about the United States, wisely limiting himself to the capital and largest city, which were correctly given. Great difficulty was experienced in getting the pupils to speak in an audible tone, and turning to me he inquired whether our children had not less timidity, evidently thinking that our democratic institutions produced a bolder race. I could not speak very confidently, though I believe our girls are not overcome by bashful timidity until they reach the High School, and even then it is not felt on the streets or at home. All this, however, I did not explain.

"Strange," Mr. Arnold went on, "the little Jewesses of whom there are a great many in London, seem to have no such fear, they speak out loud and clear as a bell."

Several pupil teachers were anxiously awaiting examination, and as the class was dismissed, I left, well satisfied with my visit, and with having seen Matthew Arnold.

London, March 11, 1880.

R. P. F.

CONCLUDING PART OF THE LAST REPORT OF THE HON. J. J. BURNS, TO THE OHIO GENERAL ASSEMBLY.

The theory of our school system just here is: the Board of Education determines the course of study; the teacher who expects to take charge of a school in a given district prepares himself by procuring a certificate of qualification, a license to do the kind of work which the Board wishes done; the directors, who are the proper "committee on teachers," knowing what studies are to be pursued, engage only those as teachers who can legally enter into contract to teach their schools; that is, those who have certificates covering all the branches selected by the Board, as before stated. I have asserted that this is the

theory, but betwen it and the practice there is no striking likeness. Too commonly the sum of effort at adjusting these matters is, a teacher gets a certificate, and then takes charge of a school, the directors simply wishing a teacher whose price is the minimum.

Boards sometimes err in adding to the list of studies to be pursued in their schools, branches which, under the circumstances, cannot be successfully taught. If the school is large, there is no time, with but one teacher, to devote to these additional branches; and there is no room in which to place a second teacher, and no money at the disposal of the directors with which to pay him.

If the teacher is fond of the extra branch or branches, and gives time to the more advanced pupils who are engaged in the favorite study, to the neglect of the little fellows and the backward fellows who more need the master's aid, the school is failing to do its best work.

Earnest advocacy of secondary education does not imply that one is in favor of stretching out every course of study so as to force it to embrace the higher branches. The result of proper education is a symmetrical product, a solid growth. The work should be well begun in what the wisdom and experience of ages have regarded as the fundamentals, and then continued. But by all means let us have it well begun; and during the early years of a child's school-life he needs much of a teacher's care and aid.

In my search among graded-school statistics, I have been forced to the conviction that the same mistake spoken of above, is sometimes made in smaller towns, and opportunities for a good primary and grammar school thrown away in the attempt to make a high school; the result is a school employing two or three teachers, most of the school funds expended on the upper grade, too much work to be well done, a comprehensive course of study on paper, which is, of necessity, different from the one actually pursued, and much waste of time and nerve in the effort to stretch the school over the pattern.

We don't want our state educational agencies to be: Colleges spoiled in trying to be universities; high schools spoiled in trying to be colleges; primary schools spoiled in the effort to be high schools, and normal schools attempting the impossible feat of being all at once.

Pupils at school should learn to read, to write, to perform

the prime operations of numbers, and make a beginning in forming such habits and ingraining such principles as together form good character. Most of our district schools, however, are able to teach orthography, some technical grammar, and some geography. Many graded schools add to the above curriculum, for their primary- and grammar-school course, drawing and music.

The problem, then, for solution in all our schools is: How shall we cause our pupils to make the largest possible attainments in these foundation branches, and also have them, when they leave school, thirsting for more knowledge, and possessing trained mental faculties, so that they may acquire it; the organ of these faculties to be contained in a healthy body, while mind and body are under the guidance of correct moral principles?

To avoid waste of time and labor, is to be able better to do the work in hand, and to apply the savings to something beyond A search for wastage is a highly-practical thing, and economy here, a moral duty.

I have often asserted that there is a wastage in having pupils spend time learning to spell hundreds, yes, thousands of words which they never have occasion to use outside of the spelling class, while probably the dictionary, which should be in constant use, rests in pensive quietness on the teacher's desk, if, indeed, there is one in the room. The meaning of words and their pronunciation are of far more moment than their spelling. The best text-books from which to learn these are the reader and dictionary; and the best proofs of progress are correct oral reading and written compositions. Is there anything better than a common spelling-book exercise to cause pupils to think that we learn words for the sake of knowing how to spell them? that we are seeking not kernels but shells?

In penmanship we want more drill in writing from dictation, in having the pupils put their thoughts, or recollections, upon paper rapidly and neatly. Copying that beautiful line at the top of the page with care and patience is a good exercise, but some better gymnastic is required to fit the writer for hours of real work.

In one way and another, language rightly claims a large share of the attention of the teacher. It is the grand characteristic which distinguishes man from the other animals, the most direct product of his inner consciousness.

The child has begun the study of language before his school life commences. Learning to talk seems as natural as learning to laugh, or cry, or play. But so much of knowledge and of the world is hidden in books, that a key must be found to unlock these treasures, and that key is reading—the power to translate the written word; to recognize it as the graphic symbol of an idea before in possession, so that the ability to reverse the process will follow, and printed words become the source of ideas.

As the pupil masters words and their meanings, he is getting into his possession the tools with which he may dig in books for further knowledge, make his own knowledge more useful to him as a social being, and secure a body for his thoughts, without which incarnation they are as little subject to control as the weird fancies of a dream.

The art of silent reading deserves more attention in school—practice in grasping the meaning of a passage in the shortest possible time, and reproducing it with pen or tongue. But along with this, in its earlier stages, and for a short time preceding it, is the oral reading exercise, wherein the reader must serve as eyes to the listeners, so that they may, through his voice, see the printed page. How much inspiration is there in this work when each listener has the page before his own eyes?

The translation of a written sentence into a spoken sentence, is much more than a mere translation, in their right order, of the words of the written sentence; and to do this well requires, besides the names of written characters, culture of voice, training of eye, quickening of emotion. To serve as a medium through which others may know the printed page, catching its syllables upon the ear, is not low art. To breathe life into dead words, and send them into the depths of the moral and intellectual nature of the hearer, and that with power to convince, to arouse, to subdue, greater than if the hearer had been his own interpreter, is high art indeed.

We cannot, however, afford the time, even if that were the only obstacle, to train all our school children to be readers in this artistic sense. We must content ourselves with the more modest aim, and remember that, after all, the prime object of the reading exercise in school is not to train the youth to shine as elocutionists, or serve as a mirror for others, but to impart to them the ability to get knowledge from books, and to keep alive a hunger for it, thus "determinating the pupil to self-ac-

tivity," which Hamilton calls the "the primary principle of education."

Another language lesson of great value is committing to memory-learning by heart well phrases it-choice selections, gems of thought, and expression, culled from the best writings of the best writers. These should be judiciously selected, so as not to be too much beyond the easy comprehension of the pupil. They should, above all other requisites, be pure. healthful, in-The teacher should add interest to the work by respiring. lating incidents in the life of the authors. We know with what tenacity the memory clings to the simple rhymes learned in childhood. If this work be continued as it should be, who can deny its lasting effects upon life? A refined taste and quickened intellect may be hoped for as the result of drinking in and assimilating beautiful thoughts in chaste, musical language-words of warning or of approval, flashed by the memory upon the judgment in the time of temptation, of resistance thereto.

It was recently my good fortune to be able to examine into the work done in this general line in the schools of Cincinnati. The superintendent had prepared a little collection of "gems," to be set in the memories and hearts of this army of children. When called upon, the pupils recited with almost incredible readiness; and they enjoyed the exercise, if any inference can be safely drawn from clear, ringing voices and happy faces.

One very good result of increased attention to literature in the schools, is the marked increase in the amount of wholesome reading—history, biography, travels, poetry, popular science, and the lessened demand for dime novel and other low fiction. Few questions are, in their bearing upon the future of our country, more important than this: What are the boys and girls reading?

I would not, then, have less time spent in our schools upon language, but teachers may well look into the subject and see whether that time is spent to the best advantage.

One more branch and I leave the topic of economy of time in the school-room. The public regard arithmetic, par excellence, as the practical study. It is the practical educator's strong tower, and we have it taught in season and out. The nine digits seem to have taken the place of heathen gods, and their demand for offerings knows no cessation.

Measured by any definition of the practical, as a means

either to fit one directly for bread-getting in a common business of life, or as a means of mental culture and discipline, a large part of arithmetic, as found in our books and taught from them, falls short. Instead of introducing at an early stage the science of geometry, we fritter away valuable time upon annuities, and alligation, and progressions; and as for interest, one would think that mankind in general made a living by shaving each others' notes.

Children begin early to develop the idea of number. Tt concerns matters of their daily life. The elemental steps of writing and reading numbers, or the symbols of numbers, naturally follow, and usually are not difficult of acquirement. But there is such a gap between the conditions needed for the ready learning of these things, and the more mature judgment and that knowledge of business and the world, demanded in the intelligent solution of ordinarily-difficult problems in discount and certain other branches of applied arithmetic. Back and forth across this stretch the boy's mind must swing like a pendulum, repelled by what it can not comprehend and by what it has grown tired of. He marks time when he could so readily oblique into some other study and march forward. Then, by and by, if these advanced parts of arithmetical science are needed, their acquisition would be easy. Meanwhile, the child may give increased attention to literature and be learning interesting and profitable lessons about this world into which he has come, and in what body he came, and how to take care of it. While these priceless practical lessons are in progress, one can fancy that the arithmetic itself would enjoy the rest.

In the time which can be saved, also a few short steps should be taken in some other branches now much neglected. The reason for, and the practical mode of doing, many things which are to be done in real life by the citizen, the man of business, the manager of a household, might be taught in the schools. Something of the nature of the materials which we eat, drink, and wear, and economy in the buying and using, would be excellent lessons. If he is a benefactor of mankind who causes two blades of grass to grow where one grew before, the language does not furnish a name for him or her, who shall cause the laboring man to know how to make one dollar produce the good results for which he must now expend two.

No matter whether we regard the school as established pri-

marily for the good of the children, or for the preservation of the State, we must admit that the most valuable result of all education is the building of good characters. This, to speak definitely, is to instil correct principles and train in right habits. Citizens with these "constitute a State." Men and women with these are in possession of what best assures rational happiness, the end and aim of human life.

These vital lessons are not, in our schools, taught in classes, learned out of books. Indeed, the greater part of them can not so be learned. Pupils are not examined in them, and hence they do not have much influence in determining those exponents of success called "per cents."

I am not forgetting that we grade for "deportment," and that deportment is a sort of outside view of character. But our sight is very short even when we attempt to trace actions back to their causes, and we are entirely blind to the evil intention which never met its opportunity, to the fierce but quiet combat against wrong impulses, where nothing marks the victory but a continued walk in the path of right.

Yet, in every properly conducted school, these lessons are being given. The faithful teacher is following an unwritten curriculum, and training his pupils in truthfulness, honesty, obedience to law, neatness, cheerfulness, kindness, in that divine summing up of active virtues, the Golden Rule. He is acting lectures on these themes, and constantly, by his own example, pleading at the door of the child's moral nature of all that is true, beautiful, and good.

Pure sentiments, generous promptings, love of God and man, should be the fruits of a liberal education. If the child grows into this inheritance, he has riches which he can keep and yet give away, which he will carry out of the world yet leave behind to build his noblest monument.

These truths aid us in forming an idea of what a teacher should be.

In conclusion, gentlemen of the General Assembly, may I ask your attention to the two subjects of progressive legislation already named, and may I urge at least this step toward one of them, that by the passage of an enabling act, you empower any county that desires to do so, to appoint a superintendent of its schools—optional supervision let us call it.

Amid the busy press of active duty where men are engaged, some in trade, some in agriculture, some in the various profes-

sions, and all in the wild, uncertain game of politics, there is ground for fear that the cause of popular education may not have its just but modestly-urged claims allowed, though it underlies all other causes, and conditions all other problems, and no human soul can throb with a nobler desire than to aid in its advancement.

Respectfully submitted,

J. J. Burns,

State Commissioner of Common Schools.

DICTATION DRAWING.

BY PROF. W. S. GOODNOUGH, COLUMBUS, OHIO.

No. III.

It is intended that these brief articles or lessons be suggestive rather than complete. The manner of dictating one figure will suggest how similar ones may be given, and the figures presented, will recall others of a like character which the teacher can use.

Exercise VI. Draw a square, its sides horizontal, and vertical, and two inches long. Draw oblique lines connecting the opposite corners. Name these lines. Ans. Diagonals. How many half-diagonals? Ans. Four. Bisect each. Connect the four points made by

straight lines; these lines form a small square. Erase the parts of the diagonal inside of the small square. Place a small dot at the center of the figure. Brighten.

Exercise VII. Draw a two-inch square, its sides horizontal and vertical. Draw its diameters. Bisect the half-diameters. Connect the points of bisection by oblique lines, forming a small square. Erase diameters. Draw the diagonals. Erase the parts of the diagonals inside the small square. Brighten.

Teachers will notice that Exercise VI is a slight variation of Exercise V, and that Exercise VII is a combination of both. This will perhaps suggest other variations and combinations.

The teacher should recall to the minds of the pupils, the term trisect before giving the next exercise, and should be sure that they understand what a circle is.

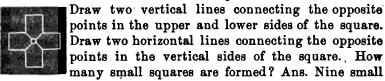
Exercise VIII. Draw a two-inch square. Draw its diagonals.

Trisect each half-diagonal. Connect the four points nearest the centre of the square by straight lines. This forms a small square. Erase the diagonals. Bisect the upper side of the large square. Notice the ends of the upper side of the small square.

Draw two oblique lines from these ends to the point made in the upper side of the large square. Bisect the left side of the large square. Notice the ends of the left side of the small square. Draw two oblique lines from these ends, to the point just made. Do the same at the lower, and right sides of the figure. A starshaped figure is formed. At the centre of the figure, draw a small circle about the size of an unsharpened end of the pencil. Brighten.

The pupils have had sufficient practice by this time, to be able to draw their figures larger. Three to four inches is the best size for pupils from six to eight years of age. Four inches would be a good size for older pupils to draw any of these figures, unless it be the special desire to drill for the freedom of execution, in which case the figures should be larger.

Exercise IX. Draw a three-inch square. Trisect each side.



squares. Into how many parts was each side of the large square divided? Ans. Into three parts. Erase the large square except the middle part in each side. This leaves a cross composed of five small squares. Draw the diagonals of the centre small square. Erase the sides of the centre small square. At the center of the figure draw a circle about as large as a cent. Erase the parts of the diagonals that are inside of the circle. Brighten.

THOSE PROPER NAMES AGAIN.

To the Editor of the Ohio Educational Monthly:

In the March number of your magazine, I find the paragraph in which it is oracularly set forth, that in a list of words taken from the pronouncing vocabulary appended to my *History of the* United States, ten out of the twelve words selected are mispronounced. It may be found that that statement needs a little revision.

The words which you say I have mispronounced are—Algorquin, Iroquois, Loudoun, Massasoit, Powhatan, Chapultepec, Chihuahua, Churubusco, Houston, Juarez, Kearsarge, Rosecrans.

- 1. Algonquin. The word is French. Mr. Bancroft says: "a name from the French," Professor Willson says: "a name given by the French," Professor Quackenbos says: "a French name." Now what does the syllable quin spell? Webster says qu in French is always pronounced K. See the Unabridged Dictionary, page 1634. He also says that i has always the sound of ē in me, though sometimes pronounced short. That is quin is pronounced kēn. As to accent, the Websterian rule is to place the principal accent on the final syllable of every French proper name. See page 1635. Now if anybody can get al-gon'-kwin out of that, let him. If it be said that the word has become Anglicized, I answer, if so, it ought to appear in English dictionaries.
- 2. Iroquois. As to this word, yourself and Webster for it. He says that oi is pronounced wä. See page 1634. That is quois is pronounced, kwä, or as I have it in equivalents, kwah, for I thought it preferable to use equivalents, rather than diacritical marks; and I think so yet.
- 3. Loudoun. The Earl of Loudoun and all of his family made a point of accenting their name in the Norman fashion, that is, on the last syllable. They always spelled the name as here given. See the autograph in Lossing.
- 4. Massasoit. As to this word, the authorities differ, and I have taken my choice of four syllables accented on the second—following Worcester.
- 5. Powhatan. The objection in this case is, that I spell the word with one t. Well, Bancroft spells it with one t; so does Hildreth; so does Sparks; so does Lossing; so does Professor Willson; so does the American Cyclopædia. You say the pronunciation is pou-ha-tăn'. What do you mean by pou? Is it poo? or pow? And what is meant by ha? Is it hā? or ha? or haw? Perhaps you mean poo-hā-tăn'!
- 6. Chapultepec. In this case you change my accent from the fourth syllable, where it belongs, to the second syllable, where it does not belong. See Webster, page 1640.
 - 7. Churubusco. In this case you pronounce the word precisely

as I do and then declare my pronunciation incorrect. The fact is that your pronunciation though correct, is inconsistent; for you mix discritical marks and equivalents, whereas I use equivalents throughout. By chū-rū-boos'-kō, I understand you to mean koo-roo-boos'-kō.

8. Houston. I have the authority of personal acquaintance of General Houston, for the fact that he always pronounced his name hows'-tun. I believe that the name of the town is popularly, though erroneously pronounced as you have it.

9. Juarez. As to the first syllable of this word, you must be aware that it is impossible to represent it accurately in English. After listening attentively to the utterance of the syllable by native Mexicans, I think that yaw is the nearest practical English equivalent. I am certain that hwä is not the equivalent. As to the last syllable, rez, it is certainly reth, as I have it, and certainly not räs. Permit me to ask you if z ever has the sound of s in Spanish? Neither is the syllable pronounced rāth, as you suggest, for the e is short before z.

10. Chihuahua. In this case the difference between your pronunciation and my own, is in the first syllable. I pronounce the syllable shē; you chē. And yours would be correct but for the prevalence of the Portuguese, rather than the Castilian accent in the Mexican provinces. It is customary to allow each

people to name its own country.

11. Kearsarge. It is to be presumed that the ship Kearsarge was so called after the mountains of the same name; and it is to be hoped that the name of the ship will be pronounced in the same manner as the name of the mountains, i. e. Kahrsahr-ge. And it may be added that a fair criticism of the pronunciation, under discussion, would have stated that the pronunciation given in my table is "kahr-sahr-ge, or ker-sahrj"—giving the option.

12. Rosecrans. The original of this name is, of course, Rosen-krantz—three syllables. I can not believe that the word has been so far modified as to lose a syllable, or to change an s into

s in pronunciation.

I will thank you to give to this communication the same publicity which the criticism in question has had in your journal.

Yours Respectfully,

John Clark, Ridpath.

Digitized by GOOGIC

Ind. Asbury University, March, 1880.

COMMENTS.

We gladly give place to the above because it gives us an opportunity to comment further and more definitely on the subject of the pronunciation of proper names, which deserves more attention than is usually given to it by the authors of school text-books. In our criticisms of text-books we always have in view the improvement of the books in future editions. We have frequently been thanked by authors for calling attention to oversights and inaccuracies in their works. Let our readers give close attention to what is said by Prof. Ridpath in connection with the quotation given below from the March Monthly, and then read our comments.

"22. How do you pronounce the words Algonquin, Iroquois, Loudoun, Massasoit, Powhattan, Chapultepec, Chihuahua, Churubusco, Houston, Juarez, Kearsarge, and Rosecrans?

Houston, Juarez, Kearsarge, and Kosecrans?

Ans.—The querist calls in question the pronunciation of these words as given in Ridpath's History of the United States. Of these twelve words Ridpath mispronounces ten, or all but Iroquois and Powhattan. We give our own pronunciations which may be verified by reference to the best authorities:—äl-gŏn'kwin; ir'e-kwois or kwoi; lou'don; mās'a-soit; pouha-tăn'; chā-pōōl'tā-pēk; chē-wä'wä; chū-rū-bōōs'kō; hū-ston; hwä-rās', Mexican pron. (hwä-rāth' Span. pron.); kēr'särj; and rōz'krānz. Ridpath's attempted French pronunciation of quois in Iroquois as kwah can hardly be said to be common in this country, and Powhattan he spells with one t. We give Ridpath's ten incorrect pronunciations:—äl-zhŏn-kēn'; lōō-dōōn'; mās-sās'ō-ĭt; kah-pōōl-tā-pēk'; she-wah'wah; koo-roo-boos'kō; hows'tūn; yaw'rēth; karh'sahr-ge; rōs'ē-krahns. Worcester accents Massasoit on the last syllable but gives Ridpath's pronunciation as an alternative. We prefer, however, to accent the first syllable as is done in the recent edition of Webster, the previous editions agreeing with Worcester in accenting the last syllable. We give Rosecrans in two syllables in accordance with the authority of the family."

The first mistake made by Prof. Ridpath is that although we say he mispronounces ten out of the twelve words named he gives the whole twelve in the list of mispronunciations. We did not say he mispronounces "Powhatan," nor did we say he mispronounces "Iroquois." These two words we expressly excepted. We did, however, make a stricture as to his representation of the pronunciation of quois as kwah. We take up the words in regular order and give the reasons for our "oracular" use of the words "mispronounces" and "incorrect."

1. Algonquin we do not believe is a French word. It is, no doubt, the French spelling of an Indian word, as are the words Michigan, Ouisconsin (Wisconsin), Chicago, Iowa, etc. This is probably all that is meant by Prof. Ridpath and those whom he quotes, and is sufficient for the purpose of his argument. The word is not in the Dictionary of the French Academy. It is, however, in Littré's Dictionary, but with no etymology, thus giving strong proof that it is not French but merely a French spelling or corruption of an Indian word. We admit that qu in French has the sound of k, but not that i has always the sound of e or e. In French in is used to represent a single elementary sound, which may be best described by saying that it is our English & (a as in at) nasalized. In Webster's Dictionary this nasal element is represented by wn. In the same way on in French represents another nasal elementary vowel. In Webster's Dictionary this nasal element is represented by One Littré

pronounces Algonquin thus:—"al-gon-kin," by which he means al-gonkan. He recognizes no accent in the English sense of an emphatic sylla-We see from this that Prof. Ridpath makes three mistakes in pronouncing the word al-zhon-ken', on a French basis. The first is using ă for à. There is in French no explosive sound of a like our ă. The French a short is rather a shortening of ä. This mistake is trivial compared with the mistakes made in the remaining syllables. The sound of g before o in French is not that represented by zh, and our on is very different from the French on; and our en from the French an. Prof. Ridpath says "if it [Algonquin] has become Anglicized I answer if so it ought to appear in English dictionaries." If he will turn to page 1541 of the new edition of Webster's Quarto dictionary he will find "Al-gon'kin. Al-gŏn'quin." Here is the warrant for our pronunciation. See also Lippincott's Gazetteer for Algon'quin. We do not, however, recognize Prof. Ridpath's criterion as to whether a proper name is anglicized.

- 2. We made no serious objection to Prof. Ridpath's pronunciation of Iroquois. See what we did say. Surenne in his French Dictionary pronunces Iroquois thus:—i-ro-ko-a. He gives the aw in maw as the approximate sound of the French a. If Prof. Ridpath had given ē-rō-kwaw' instead of "Ir'ō-kwah" he would have come nearer the French pronunciation. If the French i is ē why did he represent it as I? We have no objection to the pronunciation Ir. The question relates to Prof. Ridpath's consistency. In Worcester's Dictionary Iroquois is pronounced Ir-Q-quöis' or Ir-Q-qwöi', and in Webster's Dictionary and Lippincott's Gazetteer, Ir-o-qwoy'.
- 3. Prof. Ridpath is no doubt correct in this statement. Webster's Dictionary, Lippincott's Gazetteer, and Drake's Biographical Dictionary spell it Loudon, and the first two pronounce it löw'don. The Postal Guide retains the spelling Loudoun. We know that natives of the county in Virginia named in honor of Earl Loudoun pronounce the name Löw'don. We consider it a case of changed pronunciation or a case in which popular pronunciation does not tally with the family pronunciation. We have an illustration of this variety in the pronunciation of Guizo. Mr. Guizo says in a letter on the pronunciation of his name:—"Dans mon pays natal, la ville de Nîmes, on prononce mon nom ghi-zo. A Paris on dit en général gwi-zo; je crois cette pronunciation plus correcte." A near relative of Guizo claims that the invariable usage of the people of Nîmes being ghi-zo it ought to be decisive as to the correct pronunciation regardless of the view of the historian himself.
- 4. We believe that New-England usage agrees with the pronunciation given in the new edition of Webster, and that Ridpath's pronunciation or the second by Worcester never had much currency.
- 5. We did not object to the spelling Powhatan. We think it best, not-withstanding Webster's Dictionary, last edition, has it Powhattan. The querist spelled it Powhattan and we added the statement that Prof. Ridpath spells it Powhatan. It is true that our brief reference to Prof. Ridpath's spelling is so awkwardly connected with the first part of the sentence as to convey by implication a meaning not intended. See our argument against the spelling Powhattan in Henkle's Test Spelling Book, p. 134.

The common spelling Powhatan is that of Captain Smith's Generall Historie, 1624, and of Strachey's Historie of Travaile into Virginia, published about ten years earlier. Their spelling of the name of Powhatan's daughter was not the common spelling of later times (Pocahontas), Smith spelling it "Pokuhontas" and Strachey "Pochahuntas." Prof. Ridpath asks whether by pou we mean poo or pow. Does he not know that Webster's Dictionary, see Key p. xi, gives ou unmarked for the vowel sound in out, hound, owl, vowel? We retort by asking Prof. Ridpath what he means by pow? Has ow the sound it has in low, know, blow, stow, crow, flow, snow, show, tow, glow, and grow, or the sound it has in now, cow, how, brow, prow, and owl? By varying the sound of ow in bow, sow, row, and mow, we get two sets of words. If Prof. Ridpath followed the Websterian scheme he could reply that ow unmarked in Webster means the same as ou unmarked, but this he does not do. As to ha we reply that we have the authority of Webster's Dictionary for leaving an unaccented syllable See ha in inhalation. We think, however, that it would unmarked. have been better to have marked it.

- 6. To this we answer we did not change Prof. Ridpath's accent. We gave it upon the fourth syllable in quoting his pronunciation. Our criticism is in reference to pronouncing ch as k instead of as ch in chin. In Spanish ch has the sound of ch in chin. See Seoane's Neuman and Baretti's Spanish Pronouncing Dictionary. It is said, however, that ch has the sound of k in the dialect of Catalonia. Webster's Dictionary pronounces ch in this word as ch in chin, and not as k, as Prof. Ridpath does. As to the accent it matters little whether the primary accent is on the last syllable or on the second, for whichever gets the primary accent the other will get the secondary accent, and when the accents are nearly equal there is a tendency in speech to shift them.
- 8. We do not know how General Houston pronounced his name. We met him once in 1849, at the Neal House in Columbus, Ohio, but unfortunately we did not ask him the question. To offset Prof. Ridpath's statement we cite Lippincott's Pronouncing Biographical Dictionary, where our pronunciation is given with the footnote "so called by himself." Dr. Thomas, the author of this Dictionary, is a man remarkable for the care which he has taken in the matter of pronunciation. Worcester's Dictionary has hoos'ton or hū'ston, and Webster's Dictionary, last edition, has hū'ston.
- 9. The Spanish j is a strongly-aspirated h represented in Webster's Dictionary and Lippincott's Gazetteer by H, and in the Spanish Dictionary named above, by h. It has no resemblance to y. In the last edition of Webster's Dictionary Juarez is pronounced Hoo-ä'res. Here z is given as s. In pure Castilian z is pronounced as th but the Mexicans often pro-

nounce z as s. In 1860 we met some intelligent Mexicans in Buffalo and asked them the pronunciation of Juarez, and they replied "hwä-rās'." We asked whether z had not the sound of th? They said it had in pure Spanish, but the Mexicans pronounce it as s. They said "the Spanish pronunciation is hwä-rath'." The following statements are from Lippincott's Pronouncing Gazetteer:-"The Spanish language as spoken in Mexico and South America, differs in some points materially from the true Spanish. Thus, z (and c before e and i) instead of having the sound of th are generally pronounced like s." See also Ogilvie's Comprehensive English Dictionary, pronunciation by Cull. As a further illustration of the tendency to sound z as s instead of th, we quote the following from Dr. Reehorst's Technical Dictionary in Ten Languages: - "When properly pronounced as the Castilians do, it [z] must always be sounded as th sharp in English; but common people and country gentlemen sound it as s or ss." A like change of sound has taken place in English by the change of such words as seeketh to seeks, sitteth to sits, etc. We have nothing to say about e short in Spanish except that we consider it as a and not as e, as is the case in German. On the whole it will be seen that what we gave as the Mexican pronunciation of Juarez is essentially the same as that given in the last edition of Webster's Dictionary, the new biographical vocabulary of which was prepared by Loomis J. Campbell.

10. The statement of Prof. Ridpath as to the influence of Portuguese accent in the Mexican provinces is news to us. We do not see, however, how accent has anything to do with the sound of ch. Perhaps Prof, Ridpath has used the word accent carelessly for pronunciation. If ch has in the Mexican provinces the Portuguese sound (sh) why did not Prof. Ridpath use sh to represent the ch in Chapultepec and Churubusco instead of kf

11. Our pronunciation of *Kearsarge* is just what Lippincott's Gazetteer gives as the pronunciation of the mountain. What does Prof. Ridpath mean by ge in "kahr'sahr-ge"? Does the g have the sound of g in get or of g in gender? As to the alternative pronunciation named we reply that there is none in our copy of Ridpath's History.

12. Prof. Ridpath is no doubt correct as to the origin of this name. As to the loss of a syllable we say that this is not strange. Numerous instances can be found in French of the loss of e. As to the sound of s after o we reply that Prof. Whitney says in his German Grammar that "before a vowel (not before a semi-vowel; nor when preceded by a surd consonant, as t, ch, or a liquid, l, m, n, r,) s approaches a sonant or buzzing sound, that of our z, and in the usage of some localities, or of some classes, it is a full z." It is given as z in the last edition of Webster, in which the pronunciation is roze-kranss. The pronunciation in Lippin-cott's Pronouncing Biographical Dictionary is roz'krans, a pronunciation that tallies with that which we gave.

We have now finished our comments and leave our readers to judge whether we have not fully sustained by authority the positions we took in our answer to the question proposed in our March number.

EDITORIAL DEPARTMENT.

-THERE are many pages in Henry F. Harrington's last report of the New-Bedford (Mass.) Public Schools that we should be glad to copy in the Monthly if we had space. He has been a fearless experimenter, and he gives us candidly the results of his experiments whether successes or failures. He shows his lamentable failure in getting expected results from pure oral instruction. He says, "It is impossible for the most effective oral instruction, pure and simple, instruction under the lead of even masterly capacity and aptitudes,-to leave accurate impressions on quite youthful minds." He points out, too, another lamentable failure in oral objective teaching made in 1873, in the High School and in the upper classes of the Grammar Schools, with Prof. Tenney of Williams College as a lecturer on geology, who had been requested to illustrate his lectures profusely and suit his phraseology to his audience. Mr. Harrington also alludes to the failure that resulted from discarding spelling-books. He came to the conclusion that schools must have some kind of spelling-book. He is now preparing a speller made on what he considers an intelligent plan. We wish every teacher could read Mr. Harrington's report for its thought-provoking character.

--- AFTER an extensive correspondence the Executive Committee of the Ohio Teachers' Association have at last concluded to take the Association on an excursion to Chautauqua, N. Y., the week preceding the meeting of the National Educational Association. The program is an excellent one, and in view of the exceedingly low railway rates we expect the Association will be more largely attended than it has been for many years. The attractions of Lake Chautauqua are said to be numerous, it having already become a place of National Summer Resort. Further . particulars will be given next month. We hope Ohio will be largely represented at the meeting of the National Educational Association at Chautauqua, July 13, 14, 15, 16. The teachers can remain a week after the close of the State meeting at a few dollars additional expense, and thus have the opportunity of seeing some of the great national lights in Among these we name Anna C. Brackett, the poet and educational writer, a woman of eminent ability and tons of good sense. She is editor of "The Education of American Girls," and translator of Rosenkrantz's Pedagogics. At Chautauqua she will discuss the "Woman Question."

[—]We regret that we have been compelled to defer till next month two articles already in type, one on "The Study of English Classics," a partial rejoinder to the article on The Study of Shakespeare, and a memorial article on James A. Clark, as well as others not set up. The program of the Ohio Teachers' Association has not yet reached us, April 23. This we expect to give next month with Chautauqua details.

EDUCATIONAL INTELLIGENCE.

- ---THE Public Schools of Harveysburgh, Ohio, closed April 16.
- —THREE new School-houses are in process of erection in Columbus, Ohio.
- ——Mr. Vesuvius like Mt. Washington, can hereafter be ascended in a railroad car.
- ——Seven teachers graduated at Miss M. H. Ross's kindergarten in Columbus, April 1.
- ——Eight pupils will graduate, May 24th, from the Public High School of St. Paris, Ohio.
- —THERE are in Montana Territory, 7049 children between four and twenty-one years of age.
- ——"THERE are three miles of bookcases eight_feet high in the reading rooms of the British Museum."
- —The May Atlantic contains an article by Willard Brown, against the Examination System in Education.
- ——The schools of Gallipolis, Ohio, are taught by 23 teachers' besides the Superintendent. It is said that more are needed.
- —No. 1. of "The Touriée Tourist" appeared last month. It is published monthly at Boston, at \$1.00 a year, 5 cents a single copy.
- ——An interesting Easter celebration took place March 25, at the kindergarten of Prof. John Kraus and his wife in New-York City.
- —The enrolment in the Public Schools of Akron, Ohio, the first week of the Spring term was 2,546, that of the High School being 160.
- ——The Boards of Education of Salem, Ohio, and Washington C. H., Ohio, have bought the New American Cyclopædia as a work of reference for their schools.
- ——The Lakeside Summer Schools will open July 5th. For particulars write to J. P. Patterson, Washington C. H., W. W. Ross, Fremont, or U. T. Curran, Sandusky.
 - ——It is said the salaries of the Professors and assistant Professors in Harvard University are to be increased respectively from \$4000 to \$4500, and from \$2000 to \$3000.
 - ——A STRANGER who attended the March examination of the Public Schools of Chillicothe, Ohio, gave a very complimentary notice of them in one of the Chillicothe papers.
 - —The rhetorical exercises on Friday, April 2, in the High School of Miamisburgh, Ohio, consisted of extracts from Mark Twain. The proximity of All-Fools' Day suggested this program.
 - —The Texas Educational Association will meet at Mexia, July 1st, 1880. It will elect delegates to attend the National Educational Association at Chautauqua, July 13, 14, 15, 16.
- ——THE Wilkins School Bill in reference to the changing of text-books by Boards of Education failed in the House. This bill had been made the subject of much newspaper discussion, and lobby work for and against.

- ——We regret that we have received no report of the result of the new departure at Newark, Ohio, March 26, in the way of a public exercise in telegraphy, etc., and the honoring of such men as S. F. B. Morse, Cyrus W. Field, and Thos. Edison.
- —The Trumbull-County Teachers' Association was announced to meet at Newton Falls, April 17th. The program was as follows: "Lessons from Ohio School History," W. N. Wight, to be discussed by J. O. Pearce; "Country Schools," F. M. Currie, to be discussed by J. B. Meikle.
- —A RECENT circular of the new college at Rio Grande, Gallia Co., Ohio, italicizes the following significant sentence:—"To represent to the young that there is any short-cut to the mental discipline and knowledge of a thorough College course, is in education, what quackery is in medicine."
- ——The last month of the winter term in the schools of Kent, Ohio, there were no cases of tardiness in the schools of Mr. N. E. Olin, Misses M. J. Rowland, Minnie Melville, and Cora E. Bradley. Miss Hannah C. Stewart of Salem, Ohio, reports but one case of tardiness in her school this school year.
- ——We have received No. 4 of "The College Missionary" devoted to the interests of college education, and edited by B. A. Hinsdale and A. J. Wilcox, Hiram, Ohio. It is dated April 11, 1880. It says that "it is safe to say that the attendance in this Spring term at Hiram will be larger than any other since 1872."
- ——The previously-announced program for the meeting of the Clinton-County Teachers' Association at Sabina, March 27th, was as follows:—Welcome, T. J. Moon; Essay, B. E. Page; Recitation on Arithmetic, J. M. Burnett; Queries; Address, C. S. Owsley; Essay, Riley Hammer; Address, Prof. Unthank; General Discussions.
- —WE have received programs of four public school entertainments, given Feb. 13, Feb. 27, March 17, and March 26, in Marysville, Ohio, by the different grades of the schools. The proceeds of these entertainments have been devoted to getting circulating libraries for each school. Donations of books have also been made by citizens.
- ——"GALLANTRY at the ballot-box" will strike many as a thing never bitherto heard of. But at an election last month in Concord, Mass., on motion the twenty registered women were allowed to vote first, and then Judge Hoar gallantly moved that the polls be closed, which motion was adopted, thus giving the women's will unrestricted force.
- —The Normal School formerly located at Inland, Ohio, has been moved to Brecksville, Cuyahoga Co., twelve miles south by east of Cleveland. It is called "Lake-View Normal School and Commercial Institute." It is in session forty nine weeks in the year without vacation. The next school year will begin August 24th, and close the 27th of July, 1881.
- ——Any Ohio teacher can get a bound copy of the Hon. J. J. Burns's last State Report, including the Ohio School Laws, by sending 18 cts. to Mr. Burns to pay the postage. The volume we believe is the largest as yet issued from the Commissioner's office. Teachers generally know very little about the Ohio School Laws. Here is an opportunity to learn. Heretofore it has been difficult to get copies of the school laws.

- ——The previously-announced program for the meeting of the Teachers' Association of Summit Co., at Akron, March 27th, was as follows:—"The School, the Nursery of Citizenship," R. W. Sadler; "Geography," Discussion to be opened by Mrs. E. W. Richardson; Treasurer's Report; "Morals," Discussion to be opened by W. C. Ewart; "Notes by the way," Sam. Findley.
- —The Buckeye map of Ohio, published by Thompson Wachob, of Pittsburgh, Pa., is the best distinct Ohio map we have seen. Its size is about 6 feet by 5 feet, and is just the thing to hang up in school-rooms to familiarize pupils with the geography of Ohio. The counties are brilliantly colored, the colors used being red, yellow, green, and salmon. The post-office name of a town is given, and not the common name in case the two are not the same. We do not know the price of the map.
- —The success of Scribner's Monthly is one of the wonders of the nineteenth century. It has an English edition of 11,000 copies, and the number of persons who read the magazine is estimated at more than 500,000. The publishers will send a bound volume, (the first six numbers,) to all new subscribers who begin their subscriptions with Nov., 1879. This will give them all of the remarkable papers, "Peter the Great," "Success with Small Fruits," "The Grandissimes," and "Louisiana," Price \$4.00
- ——A Prominent Boston gentleman writes thus:—"I feel like taking five minutes to say, to-day, that you are making one of the best class monthlies in the world. For the average reader's monthly so called, I feel a supreme contempt and wish the paper and ink could be saved, but I never take up your magazine without feeling that it is a power for good. In my own work I know a God Speed is welcome, and such I send you with all my heart. I shall try to be the means of bringing more teachers under your influence."
 - —The following letter will explain itself:

Nashville, Tenn., March 30th, 1870.

Hon. W. D. Henkle, Dear Sir.

I see in April number of Monthly, a communication signed D saying that "it is pretty clearly established that the most successful teachers among the freedmen are those of their own color." I would like to ask his authority for the statement, or where he got his facts to prove such a conclusion. I have been in position to know something of this work among the colored people of the south, and cannot say that I agree, unqualifiedly," with above conclusion.

Yours Respectfully, C. W. MUNSON.

- ——A CORRESPONDENT of the Cincinnati Gazette in a communication from Mt. Gilead, O., says:—"The management of one of the institutions of our City, of which the citizens have reason to be proud, is the Public School. It is at present under the intelligent supervision of Prof. T. J. Mitchell, a gentleman of tireless industry, excellent scholarship, and sound judgment. He knows the wants of our schools better than any one we have ever had connected with them, and every worthy educational enterprise in the county finds in him a true friend."
- ——"The Oriental and Biblical Journal" is the title of a new quarterly, edited by the Rev. Stephen D. Peet, Clinton, Wis., and published by Jameson and Morse, 164 Clark St., Chicago, at \$2,00 a year, The first.

number of 48 pages is as full of interesting matter, as an egg is of meat. Bound in with the number, is a 16-page paper, read at Newark, by Mr. Peet, Sept., 1876, before the State Archæological Association of Ohio, entitled "The Sources of Information as to the Prehistoric Condition of America."

- ——At the meeting of the Association of the Third Congressional District, held at Franklin, March 13, L. E. Grennan spoke on "The Wants of Ungraded Schools," J. M. Slicher, on "Dyspepsia," the Rev. R. S. Hagerman, on "The trees of Warren County," T. A. Pollok, on "Professional Preparation," and Chas. L. Loos, on "Tone and Temper." Mr. Pollok's subject was discussed by Dr. John Hancock, H. Bennett, and S. H. Ellis. A resolution in favor of a State Normal School was adopted.
- ——In some unaccountable way the names of M. S. Turrill, and I. H. Turrell were both omitted from the list of teachers' holding State Certificates. The former received his certificate in 1864, the latter in 1871, and their names should appear in the list found on pages 43 and 44 of School Commissioners report for the year 1879. We notice also several other mistakes as to names in the list. Are these the fault of the Secretary of the Board or of the proof-readers in Columbus?
- ——It is said that about fifteen years ago an oil well was sunk in a school-house lot in Lawrence Township, Washington Co., Ohio, from the royalty of which the Board of Education has erected a new school-house in every sub-district in the Township, and paid teachers' salaries, etc., without levying any tax for years, and have left an investment in mortgages on real estate in the township a surplus of \$30,000. That township ought to get the best teachers and pay them well.
- THERE were enrolled in the Bucyrus Public Schools up to the close of the winter term 871 pupils, 429 boys and 442 girls. The last term's enrollment was 801, 394 boys and 407 girls. The per cent of attendance was 94.6. There were 880 visits to the schools in the winter term, not counting the visitors of the closing week. We are glad to hear of the prosperity of the schools. We had the pleasure, almost ten years ago, of taking part in the dedication of their 80,000-dollar school-house. It is said that the steam-heating apparatus, put in this building last summer, works like a charm. The winter has been mild. If the same can in future be said after a severe winter, the Bucyrus people will have reason to be glad.
- —The Hamilton Daily News of March 18th, contains an interesting letter signed "Butler" in which eighteen counties of Ohio are compared as to teachers' wages, duration of schools, and school levy. It shows that the wages in Butler County are the highest, and in Ashtabula County the lowest, the average in the former being \$46 a month for gentlemen, and \$35 for ladies, while in the latter they are only \$26 and \$17, the school levy in Butler being 2.1 mills, and in Ashtabula 2.6. The highest school levy was in Highland County, 3.5 mills, and the lowest in Columbiana, 1.8 mills. The average duration of the schools was largest in Butler and Warren, 35 weeks, and shortest in Holmes, 25 weeks.

—The previously-announced program for the meeting of the South-eastern-Ohio Teachers' Association, April 23, 24, at Parkersbugh, W. Va.

across the river was as follows:—"Some Phases of Modern Education" (Inaugural), E. S. Cox; "Our County Fairs to be made an Educational Stimulus," M. E. Hard; "The Mission of the Educator," the Hon. W. K. Pendleton; "The Boy; what he is, and what we wish him to be," the Hon. J. J. Burns; "The Coming Teacher," Miss R. L. Gorsline; "Of some Educational Reforms," Dr. J: Hancock; "Public Schools adapted," J. P. Patterson. W. M. Friesner was appointed to open the discussion of Mr. Cox's paper, F. S. Coultrap that of M. E. Hard, Lizzie Hinckley that of Miss Gorsline, Prof. Rosseter that of Dr. Hancock, and Prof. J. L. Hatfield that of Mr. Patterson.

——"The reform in spelling is little needed in Prussia compared with what it is needed in English-speaking countries, but the Germans seem determined to get into the path of rectitude. The new spelling was introduced in all the Prussian schools on April 1. All new school books are henceforth to be printed with the reformed spelling, and no educational works with the old spelling will be permitted to be used in schools after the lapse of a certain interval. The Governments of Austria, Bavaria, and Wurtemberg had adopted the new spelling some little time before that of Prussia. With the exception of one or two limited classes of words, the reformed orthography has already received the adherence of the leading organs of the daily and periodical press."

——"The meeting of the Tri-State Teachers' Association, which convened at Toledo, March 6th, was one of the most interesting yet held. At the morning session Supt. Glenn of Kendalville, Ind., presented a paper on "Moral Training," which was discussed by Supt. Curran of Sandusky, Ohio. Supt. Hartley of Fostoria, Ohio, read a paper on "School-Room Ventilation." At the afternoon session, Pres. James B. Angell of Michigan University, delivered an address on "Reflex Influence of The Teacher's Work," and E. M. Avery of Cleveland, O., read a paper on "Words Correctly Spoken." The following officers were elected for the ensuing year:—Pres. A. A. McDonald, Toledo, O; Vice Pres., G. P. Glenn, Kendalville, Ind; Sec., E. T. Hartley of Fostoria, O.; Treasurer, Z. C. Spencer, Tecumseh, Mich.; Ex. Com., W. I. Squire, Toledo, O., J. E. Sater, Wauseon, O., W. H. Payne, Ypsilanti, Mich."

—The Northeastern-Ohio Teachers' Association met in Gleveland April 10. C. W. Carroll's paper on "The Teacher" was discussed by Messrs. Findley, Harvey, and Allen. Dr. Locke's Paper on "Reading—How to read and what to read" was discussed by W: D. Henkle. I. M. Clemens's Paper on "Educational Fallacies" was deferred for want of time until the next meeting. It was decided to hold the next two meetings in Youngstown and Canton on the second Saturdays of June and of October. Besides those present who are residents of Cleveland may be named R. McMillan, E. F. Moulton, S. Findley, J. H. Lehman, A. B. Stutzman, Jay P. Treat, I. M. Clemens, T. W. Harvey, W. W. Gist, J. C. Kinney, H. M. Parker, M. S. Campbell, L. L. Campbell, Edward Truman, S. H. Herriman, M. R. Andrews, H. J. Clark, C. W. Carroll, and a few others whose faces were not familiar to us.

-WE gave last month the program of the Fayette-County Teachers' Association for the meeting of March 27th. The Teachers' Journal for April says that Miss Perdue and Sup't Sleppey were absent. On motion by J: P. Patterson, greeting was sent to the Clinton-County Teachers' Association, then in session at Sabina. Miss Perdue's subject was disscussed by John Edwards, who was followed by Messrs Perdue, Patterson, Lindsey, Dickey (Rev.), Worthington, and Edwards (County examiner.) The other portion of the program was followed, especially the dinner, at which over one hundred enjoyed themselves. The Association adjourned to meet at Good Hope, April 24th, the program for which provided for Sup't Sleppey's omitted paper, a paper by E. H. Mark on "The Teacher and the People," a paper by Lucy Cobb, on "What Place should Poetry have in the Common School?" besides an address of welcome, by W. A. Lindsey, a response by J. J. Worthington, and the opening of the discussion of the papers respectively by W. H. Stokesbury, Cap't. J: Parrett, and Ed. Carr.

——The schools of Findlay, Ohio, celebrated the anniversary of Longfellow's birthday. After giving an account of the exercises a Findlay paper quoted the following characteristic letter addressed to Sup't Peaslee of Cincinnati, in relation to celebrations in that city:—

Boston, February 14, 1880.

DEAR SIR—The writers whom the schools of our sister city have honored by celebrating their birthdays, should be very grateful to them and to you. There is no place which an author's thought can nestle in so securely as the memory of a school-boy or school-girl.

I had the pleasure of meeting Mr. Longfellow a few evenings since, and took the opportunity of telling him that my rhyming machinery was out of gear, or I would have sent some lines for the Cincinnati school celebration of his birthday. The truth is I am busy with another kind of work, and it will never do to shift a barrel-organ from one tune to another while it is playing. It must get through "Old Hundred" before it strikes up "Hail to the Chief." I do not mean that I am writing an epic or a tragedy, or an ode, but that my stated duties and the burdens of an almost unmanageable correspondence are about as much as I am equal to.

But whether it is said in verse or prose, all will agree that in honoring Mr. Long-fellow, you are honoring the literary character in one of its purest and noblest representatives—a man whom any country might be proud to claim as its laureate, and of whom we who are his neighbors can say that we know him by heart as all the English-speaking world knows his poems.

I am, dear sir, very truly yours,

O. W. Holmes. John B. Peaslee, Esq., Sup't of Schools.

——"The third meeting of the Scioto-Valley Teachers' Association was held in Chillicothe, April 16, and 17, with a good attendance. Every appointee was faithfully and punctually present, and the program was executed throughout as follows:—Inaugural Address "American Literature," by the President, Judge J. W. Longdon; "Pedagogical Parade," essay by Sup't Major, with discussion opened by Sup't Dean, and continued by Messrs. Ford, J. J. Burns, Prof. Tuttle, and Sup't Campbell; evening lecture, "Brains," Prof. Tuttle; "Practical Education," essay by Sup't Campbell, discussion opened by Prin. Jackson, and continued by Messrs. Bitzer, Ford, and Friesner; essay on "Importance of Rhetorical Work," by Prin. Long, discussed by Sup't Allison and others; and an address on

"School Legislation," by State Commissioner Burns. The future of this young association appears very hopeful. The following-named officers were elected:—President, Sup't W. M. Friesner; Vice-Presidents, Prin. R. R. Bane, Miss L. D. Adair, Miss McGarraugh; Secretary and Treasurer, Miss Jennie F. Winn; Executive Committee, C. F. Dean, G. E. Campbell, B. F. Jackson. A good series of resolutions was passed. The next meeting will be held in Jackson, at a time to be fixed by the Executive Committee."

-At the first meeting of the Southwestern-Ohio Teachers' Association held at Hamilton, Ohio, April 10th, the opening remarks of J. G. McCalmont, the presiding officer were followed by a concert recitation of the Lord's Prayer, led by T. S. Jones, and a welcome by the Hon. James Giffen, President of the Board of Education. L. D. Brown, G: A. Carnahan and Frank M. DeMotte, were appointed a committee on constitution and by-laws, and W. E. Potts and F. W. Bryant, secretaries. F. M. Allen's paper on "Our National Monument," was discussed by the Hon. J. J. Burns; H. B. Furness's paper on "Subject-matter of Study" by L. D Brown, W. D. Gibson, E. W. Coy and John Mickleborough. After the adoption of the reports of the committees on Constitution and Resolutions, T. G. McCalmont was elected for the ensuing year President. Mattie Whitestine Vice-President, W. H. Stewart Secretary, Hampton Bennett Treasurer, and L. D. Brown, G: A. Carnahan, and W. D. Gibson, Executive Committee. Adjourned to meet in Cincinnati, the second Saturday in October. Of the three resolutions adopted, the first was in favor of urging Boards of Education to elect teachers for the whole time allowed by law, the second in favor of a Normal School, and third urging teachers to attend the next meeting of the State Association at Chautauqua in July. The following is a partial list of attendants, omitting names of persons already mentioned :-M. W. Brouse, J. C. Haywood, Mrs. M. W. Smith, Willis O. Robb, Mary Lane, Carrie Crane, Lillie Clark, A. W. Williamson, C. C. Fay, S. S. Overholt, M. S. Turrill, F. E. Wilson, Jennie Shanklin, Virginia Mott, H: Aubley, J. W. Coyle, P. E. Nye, S. E. Durbin, J. Aubley, Emma E. Wilson, H: M. Caldwell, S. B. Deem, C. C. Long, G: F. Landis, J. H. Laycock, A. E. Laycock, D. B. Moak, Ella Rothe, Ira A. Collins, Lucy A. Collins, J. P. Sharkey, G. W. Burns, R. Ayres S. M. Surface, J. P. Cummins, Mary Devine, I. S. Coy, Lucia Stickney, J. W. Judkins, C. E. Walters, J. W. Sloneker, J. B. Munger, L. E. Grennan, Mary Coulson, Flora A. Robertson, Jennie Wadleigh, L. A. Knight, Mrs. S. M. German, Olive Barnett, O. T. Corson, D: Pierce, S. I. McClelland, J. Q. Baker, Julius Maas, T: A. Pollock, A. R. Vanskiver, J. M. Slicher, C. E. Flenner, J. M. Miller, and C. E. McVay.

——"THE Stark-County Teachers' Association met during the months of November. December, January, February, and March at the following places: Minerva, Navarre, Marlboro, Canal Fulton and Louisville. Each began on the Friday evening preceding, and continued during the last Saturday of each month. Some of the instructors were Prof. Brush of Mt. Union, I. M. Taggart of Canal Fulton, Beltz of Limaville, E. A. Jones of Massillon, S. Weimer of Navarre, S. Don Cameron of Minerval, C. F.

Stokey of Canton, J. E. Pollock of Marlboro and others, all good earnest teachers. These meetings were suggested by J. H. Lehman of Canton, at the annual institute; whereupon they proceeded to impose upon the officers the duty of conducting them. Mr. Lehman is president of the Association, and to him is due the honor for their success, in connection with the faithful workers at the several named places. In connection with the regular common branches, such as the following were discussed: Elements of Success; The Teacher's Work; Growth of Education in Ohio; What to Teach, before How to Teach; The Study of Civil Government in the Public School; Obstructions to Successful Teaching; The Aims of Education; The Atmosphere; School-room Philanthropy; Some of the Teachers' Troubles; Permanency of Teaching; Teachers' Asssociations, &c., &c. Judging from the zeal and interest manifested by those attending, we consider these meetings very successful; for through them many have been reached that were not able to attend the annual institute; while others have been strengthened and encouraged; thus fitting them more fully for the labors of the school-room. We are looking for a greater degree of enthusiasm in educational work, at our next annual institute, and throughout the county than what we have had for several years; partly as a result from these meetings in connection with the fact, that some of the ablest instructors in the country have been secured (as usual,) for the next institute which convenes during the week following election week in October. Hon. B. G. Northrop of Conn. and Mrs. W. G. Williams of Delaware O., are among those who will lecture for us. We shall be glad to see Hon. W. D. Henkle among us at that time on his annual visit. Can he come?"-M. DISLER, Secretary.

PERSONAL.

- ——Dr. James Dascomb, for forty-five years a professor in Oberlin College, died April 1.
- —The Hon. J. J. Burns will deliver an address to the graduating class at St. Paris, Ohio, May 24th.
- · W. H. Cole has been re-elected for three years Superintendent of the Public Schools of Marysville, Ohio.
- ——Prof. A. H. Tuttle and A. G. Farr, are announced among the Instructors at the Lakeside Summer School.
- ——Prof. R. W. McFarland is to be one of the instructors at the Shelby-County Teachers' Institute, in August.
- —J: McBurney has retired from the Guernsey-County Board of Examiners, after a service of fifteen years.
- W. H. Beltz has been employed for another year in Limaville, Ohio, where he has taught for the last nine years.
- ——Prof. L. S. Thompson, of Purdue University, edits an Art and Educational Department in the Lafayette Leader.
- —J. G. Schofield has been elected Superintendent of the Public-Schools of Caldwell, Ohio, as successor of J. M. McGinnis, by Google

- ——D. APPLETON & Co., have moved into a magnificent new six-story building on Bond Street, New York, a few doors from Broadway.
- ——W: RICHARDSON and Laura E. Holtz are to be instructors at the next Shelby-County Teachers' Institute, which will continue two weeks.
- —I. N. George, Superintendent of the Public Schools of East Liver. pool, Ohio, died about the first of April, after an illness of two weeks.
- —I. M. TAGGART, Superintendent of the Public Schools of Canal Fulton, Ohio, was highly complimented in the Fulton Signal of March 25.
- ——W. F. HARPER has been appointed Principal of the South Central Normal and Commercial Institute at Mitchell, Ind. This is a new Institution.
- —J. R. MALONE, of Mexia, is President of the Texas Educational Association. He expects to attend the National Educational Association at Chautauqua.
- ——S. B. McClelland, a graduate of Wooster University, was announced to begin April 12, a thirteen-weeks' term of the High School of Antrim, Ohio.
- ——G. F. Mead, Superintendent of the Public Schools of Union City Ind., died of typhoid pneumonia, Feb. 22. He had been in Union City about six months.
- ——Mrs. J. C. Von Buhlow of Washington C. H., Ohio, March 12th, was made the recipient of Plutarch's lives, in four volumes, the gift of the High-School pupils,
- ——The Hon. Neil Gilmour has been re-elected Superintendent of Public Instruction for the State of New York. He has already served two terms of three years each.
- ——The Hon. Allen B. Lemmon has sent us his scheme for the "Educational Exhibit" at the Western National Fair, to be held at Bismarck Grove, Lawrence, Kansas, Sept. 13th to 18th, 1880.
- JAMES B. ANGELL, President of Michigan University, has been appointed Envoy Extraordinary and Minister Plenipotentiary to China. Prof. Frieze will act as President in Mr. Angell's absence.
- —FRANCIS W. PARKER, Superintendent of the Public Schools of Quincy, Mass., and formerly of Dayton, Ohio, was elected March 23, one of the six members of the Boston Board of School Supervisors.
- ——F. M. Hamilton has been unanimously re-elected for three years Superintendent of the Bucyrus Public Schools at same salary (\$1700). Mr. Hamilton is now serving his seventh year in the same position.
- —G. N. CARRUTHERS with this term closes his third year as Superintendent of the Public Schools of Salem, Ohio. The schools for the last three years under his administration have moved along very pleasantly.
- —A. B. STUTZMAN, Superintendent of the Public Schools of Kent, Ohio, inaugurated some time ago a school series of free lectures. The one delivered March 30, was on "Windows," by the Rev. Edward Morris.

- ——A. B. STUTZMAN of Kent, has a very handsome upholstered easy chair, that cost him nothing but good conduct and a little speech. It was a birth-day present from the Principal (W: Thomas), teachers, and pupils of the High School, and other friends.
- —J: C. Kinney, has been appointed a member of the County Board of Examiners of Huron County. In the report of the Examining Committee to the Norwalk Board of Education, the work of Mr. Kinney, in Norwalk, is highly commended.
- —H. T. Sudduth, who has latterly been practicing law at Cambridge, Ohio, was not satisfied to give up the work of teaching. The Guernsey Times says that about a month ago he took charge of the Cortland High School and Academy, in Trumbull County.
- —MARY JANE DAVIDSON, Assistant Principal in the High School at Kankakee, Ill., died at her home in Steubenville, Ohio, March 13. She had been summoned home only a week before by the sudden death of her brother at Poughkeepsie. She formerly taught in Akron, Ohio.
- A. G. FARR, of Columbus, Treasurer of the Ohio Teachers' Association, writes that he has six bound volumes of the proceedings of the Association for 1868 to 1875 inclusive, which he will send express charges prepaid for \$1.75 a volume. Mr. Farr will please count our order for one copy as first.
- ——Mrs. Marian Kirkwood, wife of Dr. S. J. Kirkwood, of Wooster University, died April 1, after a protracted illness. She was a lady highly esteemed by all who knew her. She was married to Prof. Kirkwood in 1868. She was a niece of Senator and Ex-Gov. Kirkwood of Iowa. She was born in Washington City.
- —"The Hon. J. J. Burns, State School Commissioner," says the Fulton Signal of March 25, "gained many warm friends during his brief stay at this place last week. He is one of those big-hearted, whole-souled, genial sort of gentlemen, that win friends wherever they go. He is one of the most companionable persons we have ever met."
- —T. D. BROOKS, of Convoy, Van Wert Co., Ohio, obtained a State certificate at the last meeting of the State Board of Examiners. We had this announcement last month as an omission from a previous announcement, but unfortunately after the proof left our hands the printer changed the T to F., dropped out the Convoy and Co., in order to harmonize with a card of correction sent by W. W. Ross, but unfortunately Mr. Ross was wrong. We had it right, in accordance with a correction sent by the Hon. J. J. Burns and Mr. Brooks himself. Hereafter we hope the Board will direct their secretary to furnish a correct list to us for publication, and thus save omissions and mistakes in names and places of residence.
- ——OLIVIA T. ALDERMAN, formerly of Ohio, but latterly of Purdue University, has found her match in Prof. David G. Herron. She was married to him at 6 o'clock on the evening of April 14, at the University boarding-hall, her father, of Ohio, acting as officiating clergyman. Receptions, etc., made the evening an eventful one. The next day at a meeting of the University Academy a brief resolution of congratu-

lation was passed, Prof. H. C. Stevens acting as chairman, and Harry E. Rank as secretary, which on motion of Mr. Groundt was directed to be sent to the *Ohio Educational Monthly* for publication. We welcome the pair to the ranks of the happily married, and trust they may live long enough to celebrate their silver and gold weddings.

$BOOK\ NOTICES.$

LEARNING AND HEALTH. By B: Ward Richardson. Syracuse, N. Y.: Davis, Bardeen & Co. 1880. Pages 39. 18 mo. Paper cover. Price 15 cts. This is No. V of School-Room Classics.

There are a few ideas in this little book, but it is mainly a tirade against the abuse of children by the demands of our educational practices. While there is ground for alarm in some places, we cannot avoid thinking that some physicians are monomaniacs on the subject of health.

A THOUSAND REGENTS' QUESTIONS IN ARITHMETIC, being the Problems given at the first Forty State Examinations from Nov., 1866, to Nov., 1879, by the Regents of the University of New York. Printed on Five Hundred Slips of Card Board. Accompanied by the same Questions in Book Form, with Complete Key. Syracuse, N. Y.: Davis, Bardeen & Co. Price, postpaid, One Dollar.

This mode of preparing questions is certainly ingenious. It will save much of the time spent in writing questions on the blackboard. The cards can be passed round and after being used can be returned. The cards on the four rules and the properties of numbers are printed in gray, Fractions in pink, Compound Numbers in lilac, Percentage, Proportion, Progression, and Evolution in gold.

OUR HOMES. By Henry Hartshorne, A. M., M. D., Formerly Professor of Hygiene in the University of Pennsylvania, etc. Philadelphia: Presley Blakiston. 1880. Pages 150. Price 50 cts.

This is No. IX. of the American Health Primers edited by Dr. W. W. Keen. The following are the titles of the eleven chapters of the book:—Introduction, Situation, Construction, Light, Warmth, Ventilation, Water Supply, Drainage, Disinfection, Population, and Workingmen's Homes. It is sufficient to say of this book that it abounds in interesting and exceedingly-valuable information. As teachers can do much in the way of instructing youth in reference to health and its conditions, the Health Primers cannot fail to be very suggestive to them.

Camps and Tramps in the Adirondacks, and Grayling Fishing in Northern Michigan: A Record of Summer Vacations in the Wilderness. By A. Judd Northrup, Syacuse, N. Y.: Davis, Bardeen & Co. 1880. Pages 302.

Onr own country has so much of interest that it is high time that books of travel relating to it, should be more numerous. Heretofore the chief repositories for accounts of home travel and experiences have been newspapers and magazines. We expect to have some pleasure in the perusal of this little volume. We suspect, however, that our friend, the Hon. T: W. Harvey, would better appreciate the fish part of it.

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How to Secure and Retain Attention. By Jas. L. Hughes, Inspector of Public Schools, Toronto, Canada. W. J. Gage & Co., Toronto, Canada, Eldridge & Bro., Philadelphia, Pa., U. S. Pages 86. Price 50cts.

This little book has so many good points that we forbear to refer to them. We advise each of our readers to send to the Philadelphia publishers for a copy, or order it through a local bookseller. Mr. Hughes's ability as a writer on school matters, was finely illustrated on his "Mistakes in Teaching." the head-lines of which we re-produced in our last issue.

A Series of Questions in English and American Literature, prepared for Class Drill and Private Study. By Mary F. Hendrick, Teacher of Reading and English Literature, State Normal and Training School, Cortland, N. Y. Syracuse, N. Y.: Davis, Bardeen & Co., 1880. Page 76, including blank pages. Price 35cts..

Every other page in this little book is a blank. There is no reason assigned for this. Possibly the blank pages are intended for pencil notes. The questions under ten heads are:—Anglo-Saxon Period, 450-1066, Caedmon; Norman Transition Period, 1066—1400, Chaucer; Reformation Age, 1400—1558, Tyndale; Elizabethan Age, 1558—1625, Spenser; Dramatic Age (overlapping,) 1585—1645, Shakespeare; The Age of the Protectorate, 1625—1660, Milton; The Restoration Age, 1660—1702, Dryden; The Age of Queen Anne, 1702—1714, Pope; Age of the Three Georges, 1714—1800, Cowper; Nineteenth Century, 1800—, Scott—Wordsworth: The author has done her work well.

ELEMENTARY LANGUAGE LESSONS IN DRAWING. By Frank Aborn, B. S., Drawing-Master Cleveland Public Schools, Second Edition, Cleveland, Ohio: Cobb, Andrews & Co. Pages 104, and 90 pages of plates in addition.

Mr. Aborn has been an earnest student of drawing, and has by experiment, arrived at results that cannot fail to be valuable to all teachers of drawing. This little work is exceedingly suggestive. No enterprising teacher of drawing will be satisfied with a mere description of the book. He will want to see the book itself.

AMERICAN HEALTH PRIMERS. SEA-AIR AND SEA-BATHING. By J: H. Packard, M. D., Surgeon to the Episcopal Hospital, etc. Philadelphia: Presley Blakiston. 1880. Page 124. Price 50cts.

This little volume comes out just in time for it to be read carefully before the sea-bather gets ready to visit the seaside. The titles of the ten chapters are as follows:—Introduction, General Considerations as to Seaside Resorts, Bathing in the Sea, Accidents in Bathing, Sea-bathing for Invalids, Amusements at the Seashore, Cottage Life at the Seashore, Sanitary Matters, the Seashore as a Winter Resort, and Excursions to the Seashore. We have now noticed ten of the dozen primers announced for the American-Health-Primer series. Those by Dr. Bulkley and Dr. Lincoln are yet to come.

THE FIRST THREE BOOKS OF HOMER'S ILIAD, with Explanatory Notes, and References to the Grammars of Goodwin and Hadley. By James Robinson Boise, Ph. D. (Tübingen,) LL. D. (*Univ. Mich.*,) with Notes revised and largely rewritten. Chicago: S. C. Griggs & Co. 1880. Pages 81. Price \$1,00.

We noticed in the Monthly, the new edition of Boise's Six Books of the Iliad, published in 1878, giving the excellent points of the work. This

edition of three books is for the use of preparatory Schools that read but three of Homer's immortal cantos, less properly called books. The book is well printed and neatly bound. The text and notes are the same as for the corresponding cantos of the larger work.

WHITALL'S MINIATURE MOVABLE PLANISPHERE, of the Starry Heavens at every Minute. Philadelphia: McClees and Griffith. Price by mail 30c.

We have had for more than twenty years Whitall's large planisphere. We fear this small one photo-engraved from the large one will hardly serve any useful purpose except to make the purchaser want the large one. Some of the text is so small that it is not readable without a glass. We notice that the words australis, borealis, and Ophiuchus are mispronounced.

Newly-Discovered Methods for Arithmetical Computation (simplified and improved). Based on New Principles. Short, Simple, Practical, and Scientific. Every subject of Arithmetic treated. Old Works Superceded [sic]. Price: In cloth, \$1.00. In Paper, 75 cts. Sent on receipt of price. Address all orders to the Author, New London, Ohio. Pages 194.

This is the inside title page. The outside title is "A New Arithmetic. A Work for the Progressive Teacher and Scholar. A Storehouse of Valuable Information for the Laborer, the Farmer, the Professional, and the Business Man. By J. F. Laning, Author of Contractions in Arithmetic." The book is not intended for primary pupils, but the advanced pupil and the teacher will find many things in it to interest them. Many of the new methods given may be found in Rainey's Abacus, Naylor's Speedy Calculator, Orton's Lightning Calculator, etc., but these works are probably all out of print. About twenty pages are devoted to what is called "Social Arithmetic." Many of the things here given are found in books not now easily procured, such as Riddle's Hutton's Montucla's Ozanam's Recreations in Mathematics, etc., Hooper's Rational Recreations (4 vols.), 1783, Parke's Philosophy of Arithmetic, etc.

REPORTS, ETC., RECEIVED.

Montana School Report for 1879. Pages 53. Hon. W. Egbert Smith, Sup't.

Report of the Ohio Institution for the Education of the Deaf and Dumb, for the year 1879. Fifty-Third Annual Report. Pages 90. G. O. Fay, Sup't.

Fifty-fourth Annual Catalogue of Western-Reserve College, Hudson, Ohio, 1879-80. Pages 39. Rev. Carroll Cutler, D. D., President.

Catalogue of the Columbus Art Association, and Circular of its Art Schools, 1879-80. Pages 14. Prof. W. S. Goodnough, Director.

Calendar of the University of Michigan for 1879-80. Ann Arbor: 1879. Pages 168.

Annual Circular of Mexia (Texas) Polytechnic Institute. Pages 4. J. R. Malone, Prin.

Missouri School Report (13th). Jefferson City: 1880. Pages 142. Hon. R. D. Shannon, Sup't.

Tennessee School Report (without tables). Nashville: 1880. Pages 28. Hon. Leon Trousdale, Sup't.

THE

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" Drgan of the Ohio Teachers' Association,

-AND

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Third Series, Vol. V, No. 6.

JAPAN NOTES.

Some months ago I sent to the Editor of the Monthly a dissertation upon some things of interest pertaining to the domestic economy of a foreigner temporarily residing in Japan. I will now endeavor to fulfil a promise made at that time to continue the discussion, referring especially to some incidents of our daily life other than those pertaining to our supply of food, drink, etc. At that time I described some of the excellent qualities of the servants which one can employ here, for it cannot be denied that they abound in such. But at the same time it ought to be said that they are by no means free from other qualities which are not entirely unobjectionable, and which sometimes give rise to a good deal of almoyance to the household. We are, to a great extent and in many senses, at the mercy of our servants, and in many ways they exercise over us a despotism which although mild is none the less unpleasant, and which it is not always possible for us to throw off. This arises from our lack of knowledge of the language and customs of the country as well as from some long-established relations which are permitted to exist between those who serve and those who are served. Very few foreigners have acquired a real familiarity with the Japanese language. This is not only on account of its great difficulty, but also because it "does not pay" to spend the time necessary for its acquisition.

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is of no use whatever outside of Japan, and a knowledge of it does not unlock stores of literature and science as is the case with many other languages. It will also be remembered that the spoken and written languages are entirely different. The written language,—the language known to the scholars of Japan, consists almost entirely of Chinese characters. These characters have acquired new and different meanings in Japan in many cases, and especially the order of their arrangement is different from that adopted by the Chinese. It is true that the ordinary spoken language is written and printed by means of a syllabary represented by forty-eight characters; but it is not the language of the scholar, and nothing of value is printed in it.

A foreigner may begin his life in Japan with the most earnest desire and intention to familiarize himself with the spoken language, and to that end he may employ as servants those who know only their own language, provided he can find such who are otherwise qualified for the duties which will devolve upon them. He may resolve to learn Japanese from them, and if he be gifted with much perseverance he will succeed to some degree, but in nine cases out of ten he will before long discover that his servants are beginning to speak a little English, or French, or German, whichever it may be, and as it is immensely convenient to be able now and then to use a language with which you are familiar, he will after a while begin to understand that his servants are learning his language faster than he is acquiring theirs. I think these people learn foreign languages with great readiness, and, indeed, it would seem that having shown themselves capable of learning their own, all things become possible.

But aside from his lack of familiarity with the language, the foreigner is, in the beginning, totally ignorant of the cost and means of obtaining the many things which he may need. The mode of doing business among merchants and tradesmen and among workmen generally is very different from that to which he is accustomed, and he finds himself obliged, at least at first, to transact nearly all of his affairs with the outside world through his servant. The servant is quick-witted and comprehends the situation completely, but to his credit it ought to be said, he does not generally go beyond a certain limit in taking advantage of it. That he does this up to that limit cannot be denied, and the sooner this is recognized the better

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for all parties. There is a pernicious custom which prevails here, in China, and doubtless throughout the entire Orient, which is characterized by English-speaking people as "squeezing." Its existence is claimed in all ranks of society, from the very highest, especially including government officials, down to the very lowest. Be that as it may, it unquestionably affects the purse as well as the temper of the foreign resident. It is supposed to mean about this, if any money is to be expended for any purpose, a little of it sticks to every pair of hands through which it passes. In other words, it is "squeezed" by each person with the result that it is a little smaller when he parts with it than it was when he received it. Thus it is asserted that of any sum, large or small, which you may put into the hands of your servant to expend for you, a small, but tolerably certain, percentage remains there. The tradesman, in order to enjoy your patronage, willingly pays a bonus to your servant and makes himself "even" by increasing his charges accordingly. If he should refuse to do this, as happens now and then, he is not in the favor of your servant who, it is needless to say, finds many ways for making him appear in a bad light before you, and is soon able to rid the house of him altogether. Once in a while you suddenly open your eyes to the fact that you are paying a good deal more than the market price for some commodity and you proceed to "make a row about it" in a truly civilized way. Often a frank admission of the little game is made, for it does not seem to be considered very wrong, and for a time, at least, you may get that article at a price somewhat nearer the true one. As regards this matter, some peculiar notions of honesty seem to prevail. With several whom we have had in our service since we came to the country I feel quite certain any amount of money might be safely trusted. I might leave large or small sums "lying around" and I think not a single cent would be stolen. to "squeeze" a little out of the wood or the coal on the kitchen supplies would only be recognized as a piece of skilful financiering, and I leave it for my readers to determine for themselves to what extent this somewhat doubtful system of morality is peculiar to the East.

I have alluded to the fact that servants pick up some knowledge of a foreign language very quickly. By means of and through this knowledge, then, most foreigners are content to get along. Even if one learns to speak Japanese with his

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servant he soon discovers that he has acquired a language which it would be highly improper for him to use in conversing with a gentleman, for their languages are almost as distinct as their duties and their stations. As a rule the foreigner speaks a most wretched and barbarous Japanese; he lugs into it words from the Chinese and, in fact, from almost every language spoken in Asia because many such words have found their way here, and being understood, are assumed to be genuine. Your Japanese servant, in trying to speak English, is a perennial source of amusement for you. In his confusion of terms and meanings you begin to recognize that after all you speak a beastly language. Some of this trouble arises from the difficulty with which Japanese pronounce certain sounds common in the English language. It happened several times during the first few months of our residence that, on returning home after a short absence, we would be informed of a call made by some one who had failed to leave any tangible evidence of his identity. But it was always a "foine" gentleman or a "foine" lady or "foine" people who had called, the word being pronounced with a decided Irish accent. had almost begun to be quite "set up" with the idea that so many distinguished-looking people were calling upon us, when on one occasion a little close investigation revealed the fact that it was not (necessarily) a "foine" but a foreign gentleman who had made us a visit. The mere skeleton of a sentence generally serves to convey the idea. The simple "Yes-can do" is a volume in itself, and "no can do" is equally expressive. When a word or phrase is once learned much use is made of it. Our boy has acquired the phrase "very sorry," since which time he seems to me to be the most penitent individual I have ever known. A little more than a year ago one of my neighbors and fellow-professors was for some time quite overwhelned with that questionable variety of "comfort" which is said to have been bestowed so liberally upon the patient Job. As might be expected, the vocabulary of the afflicted savant (a well-known American) was just at that time particularly rich and, possibly by way of overflow, it led to an increase of the English vocabulary of some of the servants. One of the evidences of this occurred, a short time after, in the announcement that a jinrikisha man was unable to run for the reason that he had a "reast" on his leg. Undoubtedly for every blunder made by a native in speaking

English there is at least one committed by a foreigner in speaking Japanese. The humor of these we do not so highly appreciate, but now and then one is made the victim of his own mistake so that he cannot fail to see it. A short time ago a German professor, who had recently arrived, desired, with his wife, to visit the scene of the great conflagration which occurred here on December 26, 1879. He carefully instructed his jinrikisha men accordingly, but was astonished, after a long run, to find himself brought up before an establishment where some exceptionally large cakes were offered for sale. He had used the word "Kuwashi" (cake) for "Kuwaji" (fire).

One of the noteworthy incidents of our daily life-for it occurs, on an average, as often as once a day-is the visit of the "Curio man." The word "curio" is not in Webster or Worcester. The new edition of the former has not yet reached these benighted shores, and it may be found there.* heard the word on the ship in crossing the Pacific in 1878. am quite certain that I have since seen it in Harper's Monthly or in Scribner's, or in both. A long-long time ago at the request of the editor of the Ohio Educational Monthly (the present editor) I looked at every word in Webster's Unabridged Dictionary. It was not an intensely-interesting occupation. and I confess to being a long time about it. He wanted to know how nouns ending in "o" formed their plurals. I now beg to make another contribution to his list. "Curio" is a noun ending in "o" and its plural, on this side of the world, is "curios." It is not hard to guess the meaning of the word. The "Curb man" brings you a most miscellaneous assortment of old swords, daggers, coats of mail, bronze and lacquered articles, ivory and wood carvings, paintings on silk, embroideries, all sorts of porcelain, pipes, pistols, and so on. pretends that they are all or nearly all very old. There are hundreds of shops in this city devoted to the sale, and a few to the manufacture of these old relics. The plural form of the word, as indicated above, is not altogether universal, as one of these shops in the principal street of the city bears the sign "Old Curious"; but, like many other English signs to be seen on the streets, this is doubtless the product of a native workshop. When, a few years ago, Japan threw off the old civilization and donned the new, many of these things became useless and were thrown upon the market. When the old "daimios" (there's another plural form for you) surrendered

^{*} It is .- Editor.

the princely title and the princely prerogatives many of them found themselves in a condition of comparative poverty and were forced to give into the hands of the merchants many very valuable things of this nature, such as old screens, porcelain, bronze, etc. Your Curio man brings these to your house for the purpose of selling them to you for the greatest sum he can induce you to pay. He is an exceedingly shrewd fellow at a bargain, and quite puts in the shade any sharp Yankee I have The recent arrival is his especial victim. stoutly maintains of each article which he exhibits that it is old, and that it was once the property of some great daimio. being careful to mention the name of some well-known family of which he suspects that you may have heard. his visits with a good deal of regularity, and after you have lived here for a year or two and begin to know something of the value of these things he will often sell you an article for one-third of the sum you may have paid him a year earlier for one precisely similar, and he makes you feel comfortable by good-naturedly admitting that he cheated you outrageously in the previous transaction. One is fortunate if he possesses sufficient self-control to accept the advice of friends on his arrival, and refrain from buying for at least six months.

The Curio man finds his way into the house through the kitchen, and the prevailing belief is that the process of "squeezing" is also applied in this instance, and undoubtedly these dealers find it to their advantage to put the servants in a good humor before being admitted to the house.

A curious mania has prevailed among the natives at different times within the last eight or ten years. I can compare it with nothing except the famous "Tulipomania" which raged in Holland about the year 1635. While this Japanese mania cannot be said to equal that celebrated "craze" in magnitude it will generally be admitted, I think, that it has less foundation to grow upon. A tulip is certainly a thing of beauty, and as such is useful and valuable. The madness that prevails here just now is a mania for rabbits. The rabbit can hardly be thought worth "cultivating" on account of its beauty, and, as far as I know, it is not particularly useful, except as an article of food or as a martyr to science, for it has long been a favorite with those devoted to vivisection. But rabbits are not sought for here for either of these purposes; in fact it would be difficult to ascertain why they are wanted, only that it is just now the

fashion. But wanted they are, and to such an extent that they bring what seem to us to be fabulous prices; a single rabbit having been known to sell for as much as five hundred The rabbit fever is irregular in its course and leads to much wild and foolish speculation in which a great variety of people indulge. Servants struggle to save enough to enable them to buy a rabbit, and seem to regard the business as a short road to fortune. Of course they buy to sell again at an advanced price which they do not always succeed in doing. Some days ago we began to suspect that one of our own household was indulging in this speculation. When accused, however, he entered a feeble plea of "not guilty." But there is a seven-year-old Buckeye boy who goes prowling around the premises a good deal and a day or two ago he discovered a nest of three rabbits, and permission was given to change the plea. These rabbits are not of the first class, but I have just ascertained by a sort of cross-examination that for one of them seven dollars was paid, and for another three and a half dollars. For these two the owner was to-day offered twenty dollars, but he assures me that he fully expects to get twenty dollars for each. After a while people get tired of this species of lunacy and the market falls flat, ruining a great many people who have foolishly invested their money. I am told that this mania first showed itself here some seven or eight years ago, at which time the excitement rose to such a pitch that the government was obliged to interfere, and by levying a heavy tax on rabbits the fever was suddenly brought to an end.

I ought, perhaps, to add a word of warning to some of my old friends whose minds may be of a speculative turn by telling what has been told me concerning that period. that a keen Yankee thought to realize on the abnormal condition of things at that time and had a cargo of rabbits imported from America; but when they were landed at this port rabbits were selling at ten cents each or three for a quarter. speculative value of a rabbit is determined by the degree to which it possesses some peculiar characteristic which happens to be fashionable at that particular time. Just now it is proportional to the length of the ears; at another time it will depend on the unusual size of the eyes, or on some particular marks or something of that sort. Just at this writing the excitement is considerable, but before this reaches its destination the bubble may have burst and our zoological laboratory resumed its wonted appearance of activity.

But here I must terminate my epistle, and Î do so without being at all sure that I have written what I intended to write when I began it. I trust, however, that from it, and those that have gone before it of a similar character, the reader may be able to glean some information of value concerning the life and customs of the people of this much unknown country.

Only to-day I picked up a text-book on geography, one in extensive use in the United States, and one of the best yet published. Turning to the article on Japan I found that, although the treatment of this country was brief, almost every simple paragraph contained a serious error.

I have it in my mind just now, to take this geographical chapter for my text in a future letter and to try to furnish what I believe to be a reliable substitute for it, which some teachers who read the Monthly may be glad to offer to their young people instead of the inaccurate and false statements which have found their way into nearly all of our text-books.

Tokio, Japan, March, 1880. T. C. M.

STUDY OF ENGLISH CLASSICS.

An articl on the "Study of Shakspere" in the April number of the Monthly, prompts a few words in partial rejoinder, and of direct bearing upon the teacher's work. As to the discussion between Mr. Rolfe and Mr. Hudson upon the editorial question of furnishing notes many or few, textual or filogical, or esthetic, or variorum, or what not, I shal say nothing further than to agree with Mr. Cox, that no sincere student of Shakespeare wil be satisfied with either of these editions alone.

But to my mind it is of the highest importance in what spirit the teacher works with his clas, whether in the spirit of Mr. Rolfe's edition, or of Mr. Hudson's edition. Of course the whole question of method in teaching English literature hinges upon the main question: What is the great object and advantage of making this subject a study in our schools? Between the object that makes it a part of a university course and the object that makes it a part of the course of an ordinary high school there should be a great difference. What Prof. Childs may do with his clas at Harvard, or Prof. Corson at Cornell, may be exactly right, and yet not have the least bearing upon the method which ought to be followed by the teachers of literature in the thousands of high schools in the land. The

technical study of the text and of the author's idioms, the history and development of the language, and many other phases of thoro scholarship, are all right, or at least ought to be, in College or University; but I cannot think they are all right in education of lower rank. Not, however, because this scholarship is intrinsically undesirable there or anywhere; but because the effort to attain this object almost invariably hinders, if it does not actually prevent, the attainment of an object of much greater importance to the boys and girls in the upper grade of our public schools.

Notwithstanding the increase in the attention given to the study of English literature the last few years, I do not believe that its real import and value are realized by the public, or by the majority of teachers. In the general mind it stands for the imparting or accumulating of certain facts. With a large clas it is associated with a certain amount of study of etymology and grammatical and rhetorical rules and figures. In the minds of another large clas it only stands for the facts in biografy, history, and criticism, as contained in such manuals as Collier's, Shaw's, etc. Mr. Hudson protests against the "word-mongering" of teachers, and their sticking forever in questions of grammar, etymology, and rhetoric. Mr. Cox asks if the evil is really so great or so common as Mr. Hudson thinks. The greatnes of the evil is a matter of opinion, depending upon how the subject is viewed. But as to the prevalence of this method of teaching English literature, as it is called, I believe Mr. Hudson is right. If there ar teachers who really have a higher conception of the study, they ar so hamperd by the exacting demand for tangible results, for per cents, that they rarely venture to act according to their ideal.

But that teachers know or pursue no other method is not strange. In our educational progres, our teachers ar yet where text-books ar masters, and, in the main, ought to be. Now, how many books ar there, how many annotated editions of English classics that give the teacher the least hint that there is anything that he can do, or ought to do, besides holding his pupils to a faithful study of these technicalities of speech? How many of us wer molded by the filological method in Fowler's English Grammar, which was constructed after Dr. Taylor's admirable method in teaching Latin? Look at that excellent book, Sprague's Masterpieces of English Literature, with all sorts of grammatical and impertinent riders attacht to

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Macbeth, Comus, and Pilgrim's Progress, etc., with never a glance upward or outward. And what suggestion wil a teacher get from Mr. Rolfe that there is any other field to cultivate than the one he occupies by his notes? The fullest commentaries ar desirabl for the teacher, and only lead to evil when they assume that the teacher in his clas wil be independent of them,—wil be their master and not their servant. But unfortunately many teachers and examiners cannot conceive what notes ar for if they ar not to be learned. Whatever they know or may hav learnd, no matter how recently, they deem it meet to force into the tyros under their charg.

In this respect we ar under a greater obligation to Mr. Hudson than to any other editor or writer that I know of. He stands alone in his protest against this "verbalism" in dealing with our classics, and I cannot think, with all deference to the editorial dictum, that he is in the least immoderate in his censure. It is every whit deserved.

In past years I hav endeavored to enforce in these pages the importance of training our children in the lower grades to quicknes and fullnes of comprehension in reading; and likewise the fact that in the study of English literature in our high schools the great paramount object is not severe, critical study, fulnes of scholarship, but that our boys and girls shalform such noble loves in literature, shal be so fond of the "choice spirits" of our libraries, shal find so much plesur in the "high communings" in these works of wisdom and power, that, when school days shal end, they wil stil read them with increasing hunger.

Years but strengthen my conviction that the mere ability to read, is, to most of our boys and girls, a hazardous advantage. Vicious literature is quite as accessibl to them as the pure and noble, and, with the unformd or misformd tasks with which they leave us, it is far more attractiv. If English literature has any distinctiv mission in our public schools it is because it furnishes a means of arousing the nobler sympathies and emotions of the heart, because there is an efficacy in it to purify and elevate which is not possessed by any other study. In it is a Bibl that cannot be ejected by any combination of bigots or politicians. Not "higher instruction in English," but higher instruction in English thinking, and feeling, and endevor, is what our high-school children need. To teach what to read, no less than how to read is the imperative duty of our schools.

With this explanation, I do not fear the accusation that thus literature would be merely a means of entertainment. In this high and noble sense it is a most worthy entertainment. It is not likely that it wil ever be more than an entertainment to one in five hundred of our school children; and the great danger, yes, the unfortunate fact, is that under common teaching the reading of great English authors never becomes an entertainment, not even to the one in five hundred.

It is the matter of English literature that our young peopl ought to get at. Whatever "poor matters" are necessary to this in any ful and levening sens should come in a course in English clasics for high schools. More than this is a mistake. It is certainly to be regreted that, quoting Mr. Furnivall, "our teachers do not know English historicaly." But it would be a matter of greater regret if English should be taught historicaly to ordinary clases. From the shortnes of the time we can giv to it, and the immaturity of our pupils, and their serious lack of worthy literary tastes and loves, it would be at the sacrifice of a much richer end.

Just how much knowledg of historical English is necessary to knowing the matter of Shakespeare "in an eminent sense," may be a question. But does it not seem that the students of historical English, like most specialists, ar inclined to magnify their hobby?

I am sure it is no hard task with Hudson's School Edition to teach boys and girls to understand Shakespeare pretty well, and to give them an abiding love for him. I am likewise sure that it is no hard task by what Mr. Cox calls a "severe and noble study of the subject" to make such a packhorse of the poet that his "divine enchanting ravishment" is prevented from having its proper effect, unles it be in spite of the teaching.

Clark School, Chicago.

E. O. VAILE.

JAMES ALEXANDER CLARK.

IN MEMORIAM.

This well-known teacher and educator died at his residence in New London, Butler County, Ohio, on the 18th of March, 1880. His health had been failing for several months, but owing to his characteristic strength of will be continued in the active exercise of his loved profession until his death. His funeral took place Saturday, March 20th. The services were conducted by the Rev. J. L. Davies, of the New-London Congregational Church, of which the deceased was a faithful and active member. The sermon preached from the text: "Be ye steadfast, unmovable, always abounding in the work of the Lord," was an able exposition of

the doctrine of the immortality of the soul—a doctrine which Mr. Clark earnestly believed.

The subject of this sketch was born in the town of Gettysburg, Pennsylvania, in 1834. His ancestors were Scotch-Irish, and held to the faith of the covenanters. In 1835 his parents emigrated to Ohio, settling on a farm within a few miles of Westerville, Franklin County. A few years afterward they purchased a farm near the Scioto River, six miles from Delaware. This farm was heavily timbered. It is certain that his father found constant employment for himself and his boys in clearing the land and preparing it for cultivation. "In his early boyhood, James," says one of his six brothers, "developed traits of character which distinguished him from all the other boys of the neighborhood. He was naturally industrious, and in no sense of the word lazy. At the humble avocation of picking brush and piling roots, when a little boy, the results of his day's labor were almost always superior to those of his younger brothers." These brothers pronounced him a total failure in hunting, fishing, and playing marbles, as he was never known to do these things. At the spelling matches, common in his younger days, he was a formidable competitor, and was seldom vanquished. Defeat to him was very humiliating. "As a boy he was strictly honest and conscientious."

With meagre advantages, he grew up on his father's farm a student and a lover of learning. The books of his boyhood days were few. But these he read over and over again. The Bible he studied most of all, committing to memory chapter after chapter. At twenty years of age he entered Otterbein University. Here he graduated in 1859. He worked his own way through college, partly by manual labor, partly by teaching in country schools and in the preparatory department of the University. Speaking of his college life, Prof. John Haywood says: "I have a very pleasant remembrance of Mr. Clark; first as a pupil, for his persistent, earnest progress in his studies; and for his labors in building up his college Society, which was organized as an independent society while he was a college student in this institution [Otterbein University], and of which he was the leading member. But I think of him more as he was in his subsequent life, an earnest, zealous, successful teacher; and still during the whole of it, almost to the last, keeping up the character of a student, progressive, earnest, inquisitive. He was eminently successful in working difficult questions in mathematics, in algebra, geometry, and calculus. During all these years I kept up with him a correspondence more or less frequent; and in this I always found much to admire in his acute perception of mathematical relations. I think he was unsurpassed by any one with whom I am acquainted." The year after he graduated he had a severe attack of neuralgia. He never entirely recovered from this illness, which was probably the origin of the heart-disease (cardiac enlargement) that produced his death.

After teaching in Franklin County four years, a part of which time he was principal of a ward school in South Columbus, Mr. Clark removed to Butler County, and taught at Millville and Collinsville in 1863, and till the spring of 1864, at which time he entered the Union army, serving with distinction as the orderly sergeant of an infantry company. On leaving his country's service, he became principal of the New-London schools. In this capacity he labored till 1867. Between his departure from New London in the last named year and his return in 1872, he was variously engaged. During a portion of this time he was Superintendent of the Public Schools of Danville, Illinois; then in business at Delaware, Ohio. In 1872, he again took charge of the New-London schools, in which position he remained till his death. On the 30th of December, 1869, he was married to Miss Hannah C. Williams, of New London. This union was a most happy one, resulting in children and all the enjoyments of a peaceful home. Those who have known Mr. Clark and have wondered why a man of such unusual ability should not seek a position in a large city, did not fully understand him. He loved his wife, his children, his home, his community, as few men do, and he was loth to leave the place where he had found such happiness, and whose quiet gave him opportunity for study.

In 1875, after a thorough examination, he obtained a State certificate. In 1876, he wrote the history of the New-London Schools, to be sent to the Centennial Exposition; and in 1878 he was elected president of the Butler-County Teachers' Asso-

ciation. This position he filled with great credit to himself and with marked benefit to the Association. As a teacher he was greatly loved by his pupils. They all felt that he was a personal friend to each of them. He often seemed severe with the idle, but when he found a pupil that was industrious, he exerted himself to the utmost to afford help.

Thorough in his own attainments, he was not satisfied with superficial work in his school. He would drill his pupils until he was positive they understood their lessons. Such was his reputation as an instructor that for miles around non-resident pupils flocked to his school. His High-School course of study was kept up to the standard of the High School in Hamilton. As the writer can testify from observation he was an excellent teacher of teachers. He comprehended the philosophy of education, and his store of facts was inexhaustible. His institute work was marked by an elaboration of details of which few men are capable. To some his lectures were at times tedious, all conceded them to be full of wisdom. His natural disposition was a serious and thoughtful one, but his good humor and his rare sincerity made him a delightful companion.

His schools, the church, and the State have sustained a great loss in his death. The affection and esteem in which his people held him were attested by the immense concourse of mourning friends at his funeral. His pupils felt they had lost a father. His patrons remember him as a brother. His Board of Education in fitting terms voted resolutions of respect to the departed schoolmaster. The writer remembers Mr. Clark for the cordial greeting given him when he took charge of the Hamilton schools. The benefits of his counsel will not soon be forgotten.

As a scholar, James A. Clark was broad and profound; as a teacher he was intelligent, thorough, and conscientious; as a neighbor, ready and helpful; as a man, just, upright, and courageous; as a Christian, faithful and consistent. His characteristic qualities were industry, patience, thoroughness, modesty, and conscientiousness. The teachers of his county and his many friends elsewhere, with his five or six hundred pupils who have received instruction from him, will be pained to hear that he has gone. His last lucid words were in keeping with the modesty and lack of self-assertion found in all true scholars. "Life is a mystery a dark dim mystery, and man's boasted knowledge is but small." He rests in the valley of the Miami from labors earnestly undertaken and ably performed. Dying in the prime of his manhood and in the midst of his successful labors, the words of Thoreau's biographer appear to be eminently appropriate: "It seems an injury that he should leave in the midst his broken task, which none else can finisha kind of indignity to so noble a soul, that it should depart out of nature before yet he has been really shown to his peers for what he is. But he, at least, is content. His soul was made for the noblest society; he had in a short life exhausted the capabilities of this world; wherever there is knowledge, wherever there is virtue, wherever there is beauty, he will find a home."

We gladly give place to the above tribute to a modest and worthy teacher. We spent two weeks with Mr. Clark in the years 1878 and 1879 in the Butler-County Teachers' Institute, at which he took part. In his quiet way he harmonized discordant elements. The thoughts that he presented in his talks to teachers were often of a novel character, but by no means visionary. Mr. Clark was evidently an abler man than he was usually considered to be by those who associated with him in educational meetings. His slowness of speech evidently led many to underestimate his ability.

PROCRAM

OF THE

THIRTY-FIRST ANNUAL MEETING

OF THE

OHIO TEACHERS' ASSOCIATION,

CHAUTAUQUA LAKE, NEW YORK,

JULY 7, 8, and 9, 1880.

SUPERINTENDENTS' SECTION.

WEDNESDAY, JULY 7.

9 A. M.

Inaugural Address; E. E. SPALDING, Gallipolis.

Paper: Industrial Education; C. W. Bennett, Sup't of Schools, Piqua.

Discussion: to be opened by Mrs. A. B. Johnson, of the Avondale Schools.

2:80 P. M.

Paper: Literature for School Youth; John B. Peaslee, Sup't Cincinnati Schools.

Discussion: to be opened by E. S. Cox, late Sup't Schools, Parkersburg, West Virginia.

Paper: The Teachers' Tenure of Office; Prof. Chas. W. Super, Ohio University, Athens.

Discussion: to be opened by John McBurney, Sup't Schools, Cambridge.

GENERAL ASSOCIATION.

THURSDAY, JULY 8.

9 A. M.

Inaugural Address; REUBEN McMillan, Sup't Schools, Youngstown.

Paper: Mental Science for Public-School Teachers; B. A. HINSDALE, Pres. Hiram College.

2:80 P. M.

Paper: School Science; John Mickleborough, Principal Normal School, Cincinnati.

Discussion: to be opened by JACOB TUCKERMAN, President Grand-River Institute, Austinburg.

Paper: Normal Schools and Institute Work; R. W. Stevenson, Sup't Schools, Columbus.

Discussion: to be opened by H.S. LEHR, Principal Normal School, Ada.

FRIDAY, JULY 9.

9 A. M.

Paper: On Supervision, more than on any other one Method, depends the Success of our Schools; W. H. Cole, Sup't Schools, Marysville.

Discussion: to be opened by L. D. Brown, Sup't Schools, Hamilton.

Annual Address: Hon. E. E. White, Pres. Purdue University, Lafayette, Indiana.

2:80 P. M.

Paper: The Quincy Method,—not new; H. M. James, Supervising Principal, Cleveland Schools.

Discussion: to be opened by John Hancock, Sup't Schools, Dayton.

Election of officers, miscellaneous business, etc.

Papers limited to 30 minutes; discussions to 15 minutes. The papers in full, if within the limit required, and brief abstracts of the discussions, requested for publication.

EXPLANATION.—The Constitution of the Ohio Teachers' Association makes it the duty of the Executive Committee to "fix the time and place for holding all regular meetings of the Association." The Committee after an extensive correspondence with the leading teachers of the State decided to hold the regular meeting for 1880 at Chautauqua Lake, N. Y., July 7, 8, 9. They were led to this decision by the fact that the teachers of the State after holding seven consecutive meetings at Put-in-Bay have become averse to meeting in the hot month of July in a large city, and also from the fact that lower railway and hotel rates could be secured for a meeting at Chautauqua Lake than have ever been secured for any previous meeting in Ohio. The National Educational Association will meet at Chautauqua, July 13, 14, 15, 16. The teachers attending the State Association who desire also to attend that meeting, (and it is hoped for the credit of the State there will be many such) can do so without any additional expense for railway fare. Chautauqua Lake is fast becoming a place of national resort, and many Ohio teachers desire to visit it, especially, as such a visit can be made in connection with the meeting of the Associationat so little expense.

HOTEL RATES.—The Lake-View House and the Kent House, \$1.50 a day. These hotels are at Lakewood on the southern shore of the Lake, on the New York, Pennsylvania, and Ohio Railway (formerly called the Atlantic and Great Western), five miles west of Jamestown. Rooms at the Lake-View House can be secured by addressing C. L. Stough, Warren, Ohio, and at the Kent House by addressing F. H. Frisbee, Lakewood, Chautauqua Co., N. Y.

PLACES OF MEETING.—The Superintendents' Section will hold its meeting Wednesday, July 7, at the Lake-View House. The General Association will meet on Thursday and Friday at Chautauqua (Fair Point) on the grounds of the Chautauqua-Lake Sunday-School Assembly.

STEAMBOAT RATES.—Teachers will be taken from Lakewood to Chautauqua and return at 25 cents for the round trip.

RAILWAY RATES.—The New-York, Pennsylvania, and Ohio Railway, which crosses Ohio from the northeast to the southwest, has generously consented to convey teachers of Ohio from any point on the road to Chautauqua Lake and return at the rate of one centra mile, each way, and at a still lower special rate from Cincinnati, Hamilton, Dayton, Springfield, Urbana, and Marion. Tickets will not be good for return unless accompanied by a ticket of membership in the Association for 1880. It is expected that favorable rates will also be secured on other railways.

Special Notice.—In order to secure these rates teachers will have to procure from different members of the Executive Committee orders on ticket agents to sell tickets at the reduced rates. Application for these orders must be made as follows:—

From the counties of Butler, Clermont, Clinton, Darke, Fayette, Greene, Hamilton, Montgomery, Preble, and Warren, to M. S. TURRILL, Cincinnati (Cumminsville), Ohio.

From the counties of Allen, Van Wert, Mercer, Auglaize, Shelby, Putnam, Hancock, Hardin, Logan, Marion, Champaign, Clark, Miami, Union, Wyandot, and Crawford, to Geo. W. WALKER, Lima, Ohio.

From the counties of Sandusky, Erie, Williams, Fulton, Henry, Defiance, Wood, Ottawa, Lucas, Seneca, and Paulding, to W. W. Ross, Fremont, Ohio.

From the counties of Athens, Meigs, Washington, Monroe, Morgan, Noble, Muskingum, Guernsey, Licking, Madison, and Franklin, to J. M. Goodspeed, Athens, Ohio.

From the counties of Brown, Highland, Adams, Ross, Pike, Scioto, Lawrence, Gallia, Vinton, Hocking, Jackson, Pickaway, Fairfield, and Perry, to M. S. CAMPBELL, Youngstown, Ohio.

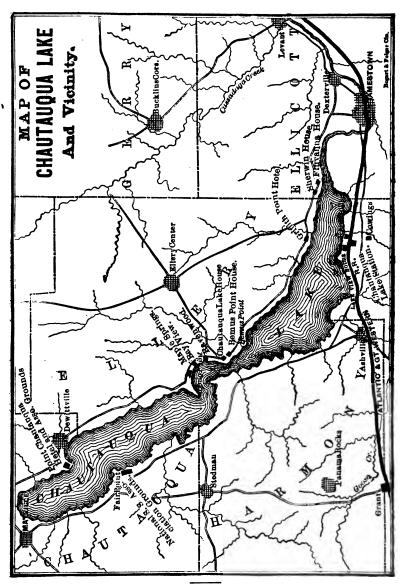
From the counties of Mahoning, Carroll, Jefferson, Columbiana, Belmont, Harrison, Tuscarawas, Stark, Wayne, Holmes, Knox, Delaware, and Coshocton, to Reuben McMillan, Youngstown, Ohio.

From the counties of Ashtabula, Ashland, Cuyahoga, Geauga, Huron, Lake, Lorain, Medina, Morrow, Portage, Richland, Summit, and Trumbull, to E. F. MOULTON, Warren, Ohio.

EDITORIAL DEPARTMENT.

-In our advertising pages will be found an advertisement of Lippin-This magnificent work of 2478 pages deserves more cott's Gazetteer. than the usual book notice found in the list of book notices. Lippincott's Gazetteer has for a quarter of a century been a standard work in America, indeed there has been no other gazetteer issued in that time that deserves to be considered as its rival. The first edition was issued in 1855, and a revised edition containing 10,000 new notices was issued in 1866. These notices were inserted as an appendix, thus necessitating a double reference. In the new edition of 1880, they are all inserted in their proper places. This edition has been thoroughly revised, rewritten, and greatly enlarged. The publishers have spent on its preparation \$50,000, their desire being to continue the work as the great standard gazetteer for English-speaking people. The progress of geographical discovery and the establishment or founding of new towns make the revision of gazetteers a necessity. A comparison of the edition of this gazetteer with that of 1866 shows the progress of events in the last fourteen years. As an illustration we refer to what is said of the Nile and the Congo in the In addition to changes there will be found numerous notices of towns and cities that fourteen years ago had no existence. the edition of 1866, Leetonia, Ocean Grove, Manitoba (province), Leadville, Helena (Montana), etc., were not mentioned. They all receive proper notice in the edition of 1880. In this edition also the changes made in the political map of Europe by the Franco-Prussian war of 1870-2 and the Eastern war of 1877-8 are duly noted. See notices of France, Turkey, etc. It should be observed that the difference in the number of pages of the edition of 1866 and that of 1880, namely 147, does not show the amount of new matter, for the latter begins with the letter A on p. 9 (properly 7), and the former with page 37 (numbered improperly p. 25). Furthermore many entries of places that no longer have an existence have given place for new matter. It may be said of Lippincott's Gazetteer that in reference to pronunciation it stands confessedly ahead of any Gazetteer published in the English language, and most probably ahead of any published in any language. We may mention also among other distinguishing characteristics the attention given to the orthography of geographical names, their ancient forms, geographical adjectives, and appellations of the inhabitants of different countries. We have no hesitation in saying that a copy of Lippincott's Gazetteer should be in every school-room in the land, and in every teacher's library. Teachers should call the attention of Boards of Education to the new work and urge its purchase. Those who have the old edition will still have use for it on account of the scholarly preface and introduction which it contains, these being omitted in the edition of 1880.

192 Editorial.



—-WE give this month a map of Chautauqua Lake by which teachers in advance can get a definite idea of its situation and the relative position of the points of interest. We also give two of the many delightful views with which the Lake abounds. In our advertising pages will be found a cut of the Lake-View House at Lakewood, at which the meeting of the Superintendents' Section is to be held the first day. The hotels at Lakewood were selected as giving the best opportunity for Ohio teachers to be close together and renew the remembered pleasures of Put-in-Bay.

-A FEW weeks ago we visited Chautauqua Lake with Reuben McMillan, President of the Ohio Teachers' Association, E. F. Moulton, Chairman of the Executive Committee, and Warren Packard of Warren. President of the Ashtabula and Youngstown Railway, and proprietor of the Lake-View House at Lakewood. We left the N. Y., P., and O. train at Jamestown and went on board a little steamer that plies between Jamestown and Mayville. After steaming for two or three miles along the narrow outlet of the Lake we emerged into the Lake opposite the Fluvanna House. We left Mr. Packard at the Lakewood dock, opposite Griffith Point, he intending to overlook matters at his hotel, the Lake-Steaming up the Lake to the northwest we left Mr. McMillan at Bemus Point, he wishing to see there the manager of the transportation line of steamers on the lake, to secure favorable rates for the trip excursions. Passing through the Narrows we continued our journey to Fairpoint where we landed. We proceeded to the Palace Hotel, conducted by E. L. Alling. A walk round the grounds gave us an idea of the animated appearance that must be presented in August yearly when ten or twelve thousand persons throng the grounds filling the three hundred cottages and tents, the overplus resorting to other hotels along the lake for lodgings. Many of the cottages are permanent structures, others are mere tents. The builders were at work on the first wing of what is intended to be a part of the permanent Palace Hotel. This wing is to be finished by July 1. In the evening we were rejoined by Mr. McMillan who had been successful in his mission, after which he had secured a buggy at Bemus Point, was ferried across the Narrows, and was brought a distance of seven miles to Fairpoint on the west side of the Lake. In the evening we were visited by Mr. A. K. Warren, Esq., who resides at Mayville, three miles above Fairpoint at the head of the Lake. He is secretary of the Assembly Association and Superintendent of the grounds at Fairpoint. He is the man that is posted in reference to every thing that pertains to Fairpoint. His coming had been announced by telephone, he having telephonic communication between Fairpoint and his places of business at Mayville. In the morning early he drove down to Fairpoint from Mayville, breakfasted with us at the Palace Hotel and then took us in his private boat to Mayville and thence to Chautauga Point to visit the Baptist Hotel which has been greatly enlarged. Here we changed over to the regular boat from Mayville to Jamestown, the same boat on which we went up the Lake on the day before. At Lakewood we got off, visited the Kent Honse and Lake-View House, taking dinner at the latter, after which we proceeded to Lakewood station and boarded the N. Y., P., and Ohio train for home, having had a pleasant visit and having been treated with the greatest of courtesy by all with whom we came in contact.

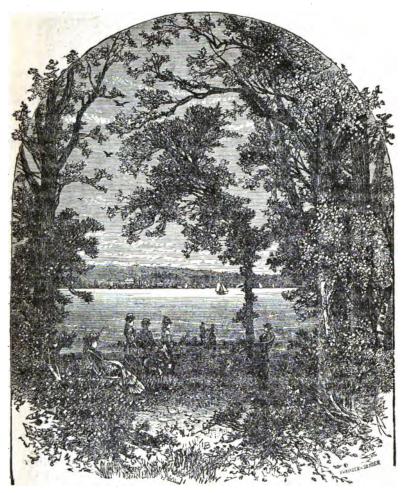
Editorial.

[—]Teachers must remember that the headquarters of the Ohio Teachers' Association are fixed at Lakewood, and that to reach that point without two or three changes of cars and prospective delays and boat riding, it will be necessary to go by the N. Y., P., and O. Railway. In our next number we expect to publish the time-table of the road and give details as to the best way to go.



——CHAUTAUQUA this year will be the scene of much literary and religious activity. The Ohio Teachers' Association will meet there July 8, 9. July 8 the Chautauqua School of Languages will also begin its second annual session, and will continue, we suppose, five or six weeks. The instructors announced are T. T. Timayenis (Greek), S. S. Holmes (Latin), J. H. Worman (German), A. Lalande (French), A. S. Cook (Anglo-

Saxon), S. M. Vail (Hebrew). July 13, 14, 15, 16, the National Educational Association will convene there. July 20, the second annual session of the Teachers' Retreat will begin. The teachers annuunced are the Hon. J. W. Dickinson of Boston, Prof. J. S. Diller of Cambridge, Edward A. Spring of Perth Amboy, J. H. Gilmore of Rochester, Prof. A. S. Cook of Baltimore, T. F. Seward of New Jersey, R. S. Holmes of Auburn, and



Prof. John Kraus and wife of New-York City. July 31, the third annual session of the Chautauqua Foreign Missionary Institute will open, at which many religious celebrities are announced to be present. August 3, the seventh annual session of the Chautauqua Sunday-School Assembly will open and continue seventeen days. The attractions of these days will be lectures, addresses, etc., from numerous professors, D. D.'s, M. D.'s,

LL. D.'s, Mrs. G. R. Alden (Pansy), Miss Frances E. Willard, and Joseph Cook. The great leading spirit of the whole affair is the genial, liberal, scholarly, and sensible Dr. J. H. Vincent, the originator of the idea of surrounding with literary, scientific, and religious attractions a lake whose existence previously was a mere name to the great mass of inhabitants of the country. In his work he has been ably seconded by the affable and whole-souled President of the Association, Lewis Miller, Esq., of Akron, Ohio, and the indefatigable Secretary, A. K. Warren, of Mayville, N. Y. Long live Chautauqua and its founders.

THE unprecedentedly low railway rates offered to teachers attending the Ohio Teachers' Association at Chautauqua have their origin in the generosity and good sense of W. B. Shattuc, General Passenger and Ticket Agent of the New York, Pennsylvania, and Obio Railway. We hope the teachers by their influence and future patronage will see to it that this exceptional generosity shall really prove in the end a pecuniary advantage to the road of which Mr. Shattuc is an officer. We admire a man who knows how to season business foresight with generosity. There are railway officials who act as if all reduction of railway rates to the attendants of conventions are of doubtful expediency. If any other railway companies shall equal the offer of Mr. Shattuc it must be remembered that the example of Mr. Shattuc is the precedent. It may be of interest to teachers along the line of the N. Y., Pa., and Ohio Railway and to those who can reach this road on other roads, to know the rates offered by Mr. Shattuc. Chautauqua Lake at Lakewood is 409 miles from Cincinnati. The round trip fare to those presenting proper orders will be as follows:-From Cincinnati, \$7.00; Hamilton, \$6.75; Dayton, \$6.50; Springfield, \$6.25; Urbana, \$6.25; Marion, \$5.15. observed that these fares are less than 1 cent a mile for the whole distance travelled going and returning. The rates the rest of the way are 1 cent a mile for the distance travelled in going and returning, Galion, \$4.90; Mansfield, \$4.60; Ashland, \$4.30; Akron, \$3.80; Kent, \$3.10; Ravenna, \$2.95; Cleveland, \$3.50; Garretsville, \$2.80; Leavittsburgh, \$2.55; Warren, \$2.55; Niles, \$2.60; Girard, \$2.50; Youngstown, \$2.45; Cortland, \$2.30; Shenango, \$2.25; Leetonia, \$3.10; New Lisbon, \$3.25.

[—]The outlook for the meeting of the Ohio Teachers' Association at Chautauqua Lake, July 7, 8, 9, is very encouraging. We should not be astonished if the meeting should prove to be the largest in the thirty-one years' history of the Association. A reference to another part of the Monthly will show the educational fare to be served to the attendants. Cincinnati and towns along the line of the New York, Pennsylvania, and Ohio Railway will doubtless send larger delegations than ever before, in view of the greatly reduced fare on that road. We learn also that Sup't R. W. Stevenson is marshalling his forces at Columbus which may outnumber those of Dayton unless Sup't Hancock makes a pretty speech to the Dayton teachers portraying the beauties of Chautauqua Lake and its

surroundings. M. S. Turrill, of Cincinnati, who has the issuing of the orders for tickets in ten counties of Southwestern Ohio, is exerting himself to have those counties largely represented. Possibly these counties will send more attendants to the meeting than any other ten counties in the State. The gentlemen in charge of other parts of the State will strive not to be outdone. We shall look for a generous rivalry in the seven districts into which the State has been divided. See explanatory page following the program.

EDUCATIONAL INTELLIGENCE.

- ----SEVEN girls were announced to graduate at Sidney, May 28.
- ---Eight pupils will graduate from the Oberlin High School June 1.
- ——The Wisconsin Teachers' Association will meet at Madison, July 6, 7, 8.
- —WE have received the 43d Report for the Ohio Institution for the Blind.
- —No. 3 of the American Antiquarian for 1880 is full of interesting articles.
- ——THREE girls will graduate from the Jamestown (Ohio) High School June 11th.
- —Hudson, Ohio, is moving in the matter of additional school accommodations.
- ——An addition of two rooms is to be built to the school-house at Lebanon, Ohio.
- ——The Missouri-State Teachers' Association will meet at Columbia, June 22, 23, 24.
- ——The Schools of Hanoverton, Ohio, closed with an exhibition Friday evening, May 14.
- ——Eight pupils, 2 boys and 6 girls, will graduate from the Medina High School, June 10.
- ——Four pupils, two boys and two girls, constitute the graduating class of 1880, at Delta, Ohio.
- —THREE pupils, 1 boy and 2 girls, constitute the graduating class at New Lisbon this year.
- ——Fifteen pupils, 1 boy and 14 girls, will graduate, June 10, from the High School of Newark, Ohio.
- ——Six pupils, 2 boys and 4 girls, graduated from the Public High School of Ottawa, Ohio, May 13.
- ——Two boys and five girls graduated from the Woodsfield (Ohio) High School, Friday evening, April 23.
- ——Three pupils, one boy and two girls, graduated from the Public High School of Uhrichsville, April 30.
- —The County Superintendents' Association, of Indiana, will hold a meeting at Indianapolis, June 22, 23.

- ——WE have received the descriptive pamphlet of Brearley's Fourth Annual excursion from Detroit to the Sea.
- ——Seven pupils were announced to graduate at Waynesville, Ohio, May 21. This is the seventh graduating class.
- ——Sixteen pupils, 6 boys and 10 girls were announced to graduate from the Cambridge (Ohio) High School, May 27.
- —The per cent of attendance in the Columbus Public Schools fell in April to 91 per cent,—cause, measles and mumps.
- —The number of cases of tardiness in the Oberlin Public Schools (13 schools) was in April, 28. Several schools reported only 3 cases.
- ——WE have received the catalogue of the Helena (Montana) Graded Schools for the year 1879—80. R. H. Howey, Sup't.
- ——WE have received the circular of the Fourth Annual Session of the Columbus Normal Art Institute. See advertisement.
- ——A NEW school building has just been completed in Galion. The old building built only about ten years ago cost \$60,000.
- ——The Summer Institute of the Millersburgh Normal School will commence June 28, and continue four weeks. W. E. Hoyer, Principal.
- ——The Literary News published by F. Leypoldt, 13 & 15 Park Row, New York, N. Y., at only 50cts a year deserves the support of teachers. Send for circular.
- —The address before the Stark-County Teachers' Association, at Navarre, Dec. 27, 1879, by Sup't E. F. Warner of Dalton, has been published in a 4-page brochure.
- ——In the month of April the enrolment in the Public Schools of Galion, Ohio, was 909, and average daily attendance 821, cases of tardiness only 11, number not absent at all, 520.
- ——Seven girls will graduate June 4th, from the High School of East Liverpool, Ohio. Dr. A. M. Reid, of Steubenville, will deliver the class address and Will Thompson, of East Liverpool, the musical composer, will conduct the music.
- —The program of the Seventh Annual Commencement of the Northwestern-Ohio Normal School at Ada, May 27, has been received. It seems that only four of the 25 graduates are ladies. Seven of the gentlemen have taken the classical course.
- ——All the teachers and the High-School pupils of Jamestown, Ohio, were announced as intending to visit the Dayton Public Schools May 4. The attendance and work in the Jamestown Schools this year are said to be better than in any previous year in their history.
- ——"Good Night, Gentle Folks," is the title of a new quartette by Will L. Thompson, of East Liverpool, Ohio. Price 50 cts. Mr. Thompson is becoming noted as a composer of delightful songs, which sell readily. Address W. L. Thompson & Co., East Liverpool, Ohio.
- ——The Arkansas State Teachers' Association will meet at Little Rock, June 28, 29, 30. Dr. W. T. Harris, of St. Louis, Prof. Ed. S. Joynes, of

Knoxville, Tenn., O. P. Fitzgerald, formerly State Superintendent of California, and J. C. Greenwood, of Kansas City, will deliver addresses.

- ——WE have received two numbers of the Ohio Home and Trade Journal, published monthly at Columbus, Ohio. On the first page of the second number (May), are given portraits of the four newly-elected bishops of the M. E. Church. This periodical is neatly printed and beautifully illustrated.
- —The sixth annual Inter-State Oratorical Contest took place at Oberlin, May 5. The Hon. Thos. A. Hendricks, Judge S. N. Owen, and the Rev. James Brand acted as judges. L. C. Harris, of Grinnell College, Iowa, took the first prize, and Richard Yates, of Illinois College, Ill., the second. Westward the course of oratory takes its way.
- —THE Hamilton-County Teachers' Association met in Cincinnati, May 9. "Oral Instruction" was discussed by A. B. Johnson, J. P. Cummins, T. G. McCalmont, C. S. Fay, G. A. Carnahan, J. Mickleborough, and others. The Rev. G. M. Maxwell read a paper on the "The Boys at Play." Adjourned to meet at Mt. Washington, in the institute, Aug. 23.
- ——WE acknowledge the receipt of an 8-page brochure containing two articles by Dr. John J. Anderson, author of several text-books on history, discussing the question "Did the Louisiana Purchase extend to the Pacific Ocean?" and "Our Title to Oregon." The articles are scholarly and worth the study of every teacher.
- ——At the annual Commencement of Marietta College, June 27—30, Rev. James Eells, D. D., of Lane Seminary, will address the Society of Inquiry, Hon. S. F. Hunt, of Cincinnati, the Literary Societies, and Professor W. G. Ballantine, (class of 1868) of Oberlin Theological Seminary, the Alumni. James M. Rees, Esq., (class of 1869) will deliver the poem before the Alumni.
- ——The previously-announced program for the Warren-County Teachers' Association, for the meeting at Lebanon, May 22, was as follows:—
 "The Relation of Teachers to Pupil," J: L. Heise, discussion to be opened by the Rev. R. S. Hageman; a writing exercise by Z. T. Loer; "Reading," by F. M. Cunningham, discussion to be opened by J. W. Fritts; "Christian Education," R. M. Mitchell; discussion to be opened by L. K. Torbett; ——, D. W. C. Jack.
- —The Fulton-County Teachers' Association met at Fayette, April 17. Miss Eldridge gave a class exercise in Reading, and Mrs. Morrison showed how to teach the use of diacritical marks in connection with reading and spelling. Sherman Finch gave an exercise in spelling. J. E. Sater discussed "The Physical Geography of Ohio," and A. B. Canfield, "Compositon Work." Bartlett Thompson gave an exercise in Mental Arithmetic. Adjourned to meet May 22.
- ——The Northern-Columbiana-County Teachers' Association met at New Lisbon, May 8. There was a good representation from Salem and Leetonia, but Columbiana was not represented. Lena Lindsay of New Lisbon, read a brief and sensible paper on Map Drawing, exhibiting the work of her pupils. The subject was discussed by Hannah C. Stewart,

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- of Salem, W: D. Henkle, G. N. Carruthers, Maria L. Sanford, and others. G. W. Henry discussed Language Lessons; W: D. Henkle, County Superintendency; and Maria L. Sanford, Reading. Adjourned to meet at Lectonia the first Saturday in October.
- —A NEW school journal called "The Western Normal Educator," was started at Ladoga, Ind., in April last. It presents a neat appearance. The desire to establish educational journals at the seat of normal schools, has been quite extensive. The editor of the Educator is T. W. Fields, an associate editor of the Common-School Teacher, published at Bedford, Ind. It is hard to tell how many school journals are now published in Indians,—we think just now of four. We are not sure that it is not already the champion state for teachers' journals.
- —The Decennial Celebration of Wooster University will take place June 23, in the afternoon, the Commencement exercises being in the forenoon. The senior class numbers 23, among whom are 5 ladies, or 6, if the one whose first name is Frank is a lady. Frank being a noun of the common gender, we are unable to classify Franks in catalogues or programs. The catalogue of the University just issued shows that counting 1880, the whole number of alumni of the ten years of the young university's history, reaches 215. This is a good showing.
- ——Any one who will send a 2 cent stamp to A. G. Farr, Columbus, Ohio, will receive, in return by mail, a copy of the proceedings of the Ohio Teachers' Association for any of the following years:—1863, 1865, 1866, 1869, 1870, 1871*, 1872, 1873, 1874*, 1875*.

There are many copies of the years marked with a star, but few of those of 1865. If copies for more than one year are ordered the postage sent, should be equal twice as many cents as the number of copies ordered. If these copies be not called for they will be disposed of as waste paper.

——The next meeting of the Kentucky State Teachers' Association will be held at Lexington, August 10, 11, 12, 13. The persons assigned parts on the program are, the Hon. J. D. Pickett, Dr. G. A. Chase, J. Rolland Day, W. H. Lockhart, U. V. Williams, A. S. Loventhal, T. R. Gordon, A. C. Goodwin of Indiana, W. J. Davis, T. C. H. Vance, G. O. Roberts, A. T. Wiles, W. J. Conathy, J. B. Reynolds of Indiana, A. W. Mell, J. A. Williams, J. N. Payne, Mrs. Belle Lein Middleton, and B. B. Huntoon. On Friday, August 13, an excursion will be made on the Cincinnati Southern railway to the famous High Bridge that spans the Kentucky River at a height of 275 feet.

PERSONAL.

- ——GEO. P. Beard has resigned the principalship of the Normal School at California, Pa.
- —H. J. CLARK has been re-elected Superintendent of Oberlin Public Schools for two years.
- —L. C. Dunham has been re-elected Superintendent of the Public Schools of Higginsport, Ohio.

- ---OSCAR MARTIN has been elected Principal of the High School at Wilmington, Ohio.
- ——C. C. Davidson, of New Lisbon, will teach at the summer session at the Mansfield Normal College.
- —J. W. McMillan has completed his first year as Superintendent of the Cedarville Public Schools.
- ——Miss E. B. Huston has been acting Superintendent at East Liverpool, since the death of Captain George.
- ——H: N. Mertz has been unanimously re-elected Superintendent of the Public Schools of Steubenville, Ohio.
- ——JACOB W. SHOEMAKER, the noted Philadelphia elocutionist, died of consumption at Atchison, Kansas, May 15.
- —T: A. Pollok has been re-elected Superintendent of the Public Schools of Miamisburgh, at an increased salary.
- ——The Hon J. J. Burns was announced to deliver an address, May 13, to the citizens of Ottawa and the graduating class.
- ---J: P. Patterson and G. W. Welsh are to be instructors in the next session of the Greene-County Teachers' Institute.
- ——The Hon. Edward Searing, of Wisconsin, has been elected Principal of the Normal school at Mankato, Minnesota.
- ——Geo. B. Graham, formerly superintendent of the Public Schools of Cedarville, Ohio, has entered the editorial profession.
- ——Addison Ludlum has been elected as successor of Mr. Cartmell as Superintendent of the Public Schools of Morrow, Ohio.
- ——H. T. Sudduth has been re-elected Superintendent of the Public _Schools of Cortland, Ohio, at a salary of \$100 a month.
 - ——W: H. McFarland, of Sidney, has been elected Superintendent of the Public Schools of Sabina, Ohio. Salary \$90 a month.
 - ——Col. D. F. DeWolf delivers this year, the Class Address at the Commencement exercises of the New-Lisbon High School.
 - —T. J. MITCHELL has been unanimously re-elected Superintendent of the Public Schools of Mt. Gilead and his salary increased to \$1500.
 - —J. A. I. Lowes has been re-elected Superintendent of the Public Schools of New Richmond, Ohio. He is now serving his fourth year.
 - ——H. L. Peck has been unanimously re-elected Superintendent of the Public Schools of Garrettsville. He has already served four years.
 - —W. H. Ray has been re-elected for two years Superintendent of the Public Schools of Uhrichsville, at an increase of salary from \$851 to \$1000.
 - ——LYDIA A. OGDEN, of New Lisbon, was married May 12, to M. P. Fry of Canton. The rumor we gave in a former number has proved to be true.
 - —Miss Amy Haubeil, a teacher for the last six years in the first primary school at Delta, Ohio, has resigned to make Wm. Geisen of Swanton happy.

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- —JAMES MACALISTEE has been elected Superintendent of the Public Schools of Milwaukee, Wis. Some years ago he retired from the same position.
- ——P. W. SEARCH has been re-elected for three years Superintendent of the Public Schools of West Liberty, Ohio. He has already served three years.
- ——THE Rev. J. H. Reinmund, formerly Superintendent of the Public Schools of Springfield, Ohio, has been attacked by consumption. He is at Lancaster, Pa.
- ——E. H. Long has been elected Superintendent of the Public Schools of St. Louis, as successor of Dr. W: T. Harris. He is at present assistant Superintendent.
- ——CHARLES FRANCIS ADAMS JR., and Dr. James McCosh are among the national celebrities who will perform at the National Educational Association at Chautauqua.
- ——Z. RICHARDS, of Washington City, D. C., offers his services to institutes. Send for his circular. Mr. Richards was the first president of the National Teachers' Association.
- ——F. M. CUNNINGHAM has been re-elected Superintendent of the white schools of Harveysburgh, Ohio, and J: W. Stewart, re-elected Superintendent of the colored schools.
- DR. J. TUCKERMAN, C. W. Carroll, Mrs. A. T. Treat, and Miss Della Vaughn are to be the instructors at the Geauga-County Teachers' Institute, beginning Aug. 2, and lasting two weeks.
- ——W: H. McFarland and W. G. Snyder, are to be instructors at the four weeks' session of the Teachers' Training School, announced to be conducted at Sidney, Ohio, beginning July 5.
- —KATE HOAR has, on account of ill health, resigned her position in the Hamilton Public Schools which she has filled successfully for several years. Her successor is Miss May M. Crawford.
- ——S. C. Harding, of Ravenna, has had charge of vocal music in the Public Schools of Oberlin and Elyria the past year and is re-elected for the ensuing year. He expects to remove to Oberlin.
- ——B. B. HARLAN, who has been for four years a teacher in the High School at Germantown, Ohio, was on May 7, promoted by a unanimous vote to the Superintendency of the Germantown Schools.
- —S. F. DE FORD has been unanimously re-elected Superintendent of the Public Schools of Ottawa for the next two years, at the same salary as before. He has already served the Ottawa Board nine years.
- ——H. F. Derr, who has for the last three years been Superintendent of the Public Schools of Hudson, Ohio, has been unanimously elected Superintendent of the Public Schools of Monroeville, Ohio, at a salary of \$1000.
- ——Col. D. F. DeWolf of Hudson, Ohio, was the lucky candidate before the Republican Convention in April last. He had six competitors. We presume that the Democratic Convention will nominate Mr. Burns for re-election.

- ——Prof. Garvin, Superintendent of the Wilmington (Ohio) Public Schools, has been elected Professor of Languages in Butler University, at Irvington, Ind. He will be succeeded by Ed. Merrick, Principal of the High School.
- —MISS ANNA C. BRACKETT, of New York City, and Miss Susan E. Blow, of St. Louis, who were expected to read papers before the National Educational Association at Chautauqua, we regret to say, are obliged to decline on account of ill health.
- —The Hon. G. W. Hoss, of Indiana, formerly State Superintendent of that State, and editor of the *Indiana School Journal*, retires at the close of this school year from his professorship at Bloomington, to go to Kansas to take charge of the Kansas Educational Journal.
- —EDWARD A. SPRING, the sculptor of Perth Amboy, N. J., who delighted the Industrial Department of the National Educational Association last year at Philadelphia with practical illustrations of modelling in clay, will appear before the General Association this year.
- ——Dr. Edward Brooks, Principal of the Normal School at Millersville, Pa., makes this year a trip to Europe. He is one of the 40,000 Americans that the New-York Herald estimates will visit Europe in 1880, and who will, in the aggregate, spend for the journey, etc., \$15,000,000.
- —W: REECE has been re-elected Superintendent of the Public Schools of Jamestown. He reports his visit to the Dayton Public Schools, May 4, with all his teachers and six High-School pupils, as exceedingly pleasant. Dr. Hancock, as usual, and other Dayton teachers being in a happy mood.
- —MARIA L. SANFORD, of Philadelphia, has been giving, in Pennsylvania and Ohio, excellent illustrated lectures on history. She generally gives a course of five lectures. Her lectures are intended especially for schools. She is an earnest speaker and secures close attention from her auditors.
- ——Andrew J. Rickoff was on May 17, re-elected for two years Superintendent of the Public Schools of Cleveland, at the same salary, \$3300. The vote was 12 to 6 in the full Board. This is Mr. Rickoff's seventh election. Nothing gives us more pleasure than to announce re-elections of competent Superintendents.
- —E. S. Cox, (English language), T: A. Pollok, (Arithmetic), L. R. Marshall, (Music, Orthoepy, and Reading), L. D. Brown, (Geography and Theory and Practice), are to be the instructors at the Butler-County Teachers' Institute, which will hold a week's session beginning Aug. 16. The Hon. J. J. Burns is expected to be present one day.
- ——H: H. Morgan, of the St. Louis High School and the Hon. J: W. Dickinson of Boston, have come out neck and neck in a contest for a \$50 prize to be awarded for the best educational essay. They each got \$50. The former wrote on "The Proper Functions of the Free High School," and the latter on "Oral Teaching; its Limits and Methods."
- —M. Manley was unanimously re-elected, April 19, Superintendent of the Public Schools of Galion, Ohio, for three years. He has already serv-

ed six years, with such success that in that time he has been called upon to suspend no pupil, nor refer a case to the Board, nor in that time have any formal complaints been made to the Board against the Superintendent or any teacher on which the Board took action.

- ——R. W. Stevenson has been re-elected for two years Superintendent of the Public Schools of Columbus, at former salary, \$3000. Mr. Stevenson has already served, if we remember right, about 9 years. We regard Mr. Stevenson as among the best of Ohio Superintendents, and are glad to see that his labors in Columbus continue to be appreciated. His re-election cannot be considered as political in any sense, for the Board consists of seven Democrats and five Republicans.
- —MILO G. WILLIAMS died at Urbana, Ohio, at midnight, April 19 1880. He was born in Cincinnati, April 10, 1804. He began to teach in 1820 and closed his labors as a teacher in 1870. He taught successively in Cincinnati, Dayton, Springfield, Cincinnati, Dayton, and Urbana. In 1828 he assisted in organizing "The Western Literary Institute and Board of Education," which by his efforts, afterwards became the famous "West tern Literary Institute and College of Professional Teachers." Mr. Williams was a prominent teacher when in his prime. Our acquaintance with him began about 1836. For further particulars see our sketch of his life in the Ohio Centennial volume (1876).

BOOK NOTICES.

WORDS AND NUMBERS. A Lesson-Book for Primary Schools. By Henry E. Sawyer, A. M., Associate Principal, State Normal School, New-Britain, Conn. "The Beginning is Half the Whole." Boston; Thompson, Brown, & Company. 1880. Page 69. Introduction and sample price 18cts.

This book seems to be a new departure. It is intended for pupils in the second school year. A few pages of hints, suggestions, and models, for oral lessons are inserted for the use of teachers. In the remaining portion of the book each page indicates a week's work, consisting of a motto or sentiment to be learned and copied, four short spelling-lessons, tables of the fundamental rules, graded slate work on the fundamental rules, and topics for oral lessons on behavior, hygiene, animals, geography, etc.

THE ART OF SECURING ATTENTION. By Joshua G. Fitch, M. A., Syracuse, N. Y.: Davis, Bardeen & Co., 1880. 18mo. Pages 43. Price 15cts.

Paper sides.

This is No. IV of the School-Room Classics. The editor, C. W. Bardeen, says that this paper contains part of a lecture delivered to training classes, established in connection with the British Sunday-School Union, he having omitted the portion that pertains exclusively to the work of Mission Sunday Schools.

THE MORNING LIGHT. By S. W. Straub. Chicago: The Root and Sons

Music Co. Price \$3.60 a dozen. Pages 120.

This is a choice collection of new and old songs for sunday schools, prayer meetings, praise meetings, conference meetings and the home circle,

NEW AMERICAN SERIES. The New American Advanced Speller. Philadelphia: J. H. Butler & Co. Examination price 25cts.

After the key are given 127 lessons of 36 words each, arranged in three columns, classified by the vowel sounds. Then follow to lesson 183 inclusive, similar lessons of unclassified words, then 720 words, arranged in lessons of like length, common to most spelling-books, then 864 words frequently mispronounced, then 1584 test words. Up to the test words the book indicates the pronunciation of words. The whole number of words for spelling in the book is 9756.

GRADED SELECTIONS FOR MEMORIZING, adapted for use at Home and in School. By John B. Peaslee, A. M., Ph. D., Sup't of Cincinnati Public Schools. It is better to inspire the heart with a noble sentiment, than to teach the mind a truth of science.—Edward Brooks. Van Antwerp, Bragg & Co. Cincinnati and New York. Pages 192.

This book is a result of the efforts of Mr. Peaslee, to introduce into the Cincinnati Schools a taste for literature. For children from 6 to 13 the selections are graded. The average number of lines to be learned a week is eight, making the year's work about 320 lines. In making these selections, Mr. Peaslee has quoted from nearly 140 authors. See advertisement on fourth page of cover.

Young Folks' Book of Poetry, containing a Collection of the Best Short, and Easy Poems for Reading and Recitation in Schools and Families. Selected and arranged by Loomis J. Campbell. Boston: Lee & Shepard; New York: Charles T. Dillingham. 1880. Pages xviii, 88, 106, 106. Price \$1.00.

This book, which is beautifully bound in crimson cloth, consists of three parts. These parts are also bound separately with paper sides and sold at 25 cts. each. The book contains nearly three hundred short poems suitable for children between seven and fifteen years of age. The editor, who will be recognized as one of the editors of Worcester's Dictionary, and also of the pronouncing biographical vocabulary of the new edition of Webster, has done his work well. Teachers wanting selections of poetry for school use will be delighted with this book.

Boston Society of Natural History. Guides for Science-Teaching No. VI. The Oyster, Clam, and Other Common Mollusks. By Alpheus Hyatt, Boston: Ginn and Heath. 1880. Pages 65. Paper cover.

There are 17 pages of plates in this little book. The object of the author "is to convince teachers that they cannot use any text-book as a basis of good instruction." The observation of facts by the pupils themselves, and the appreciation of them, are the first steps on the road to knowledge.

Barnárd's American Journal of Education. International Series. 1880. March 15th. Vol. V. Pages 324.

We have not for a long time seen a number of this veteran and valuauable journal, it having been published very irregularly for years past. Kindergarten principles occupy a large portion of this number. There is a portrait and a 41-page sketch of Charles Hammond. It is useless to say that Barnard's American Journal of Education leads all educational periodicals of the world in the amount of educational matter published in it.

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First Twenty Houss in Music. By R. Challoner. For beginners in Piano or Cabinet Organ. Cincinnati: Geo. D. Newhall & Co. Pages 44. Price 75cts. Sample copy to teachers 50cts.

The object of this work is to lessen the difficulties of the first lessons in piano-music by a judicious gradation of the lessons. Teachers will hair with delight, all successful attempts to lighten the difficulty usually attending the first lessons in music.

A SYSTEM OF DICTIONARY WORK FOR COMMON SCHOOLS. By Thomas Metcalf, A. M., Training Teacher, Illinois State Normal University, and Charles De Garmo, Principal of Grammar School, Illinois State Normal University. Bloomington, Ill.: Maxwell & Company, Publishers. 1880. Pages 44. Introduction and sample price 25cts.

We welcome this little book. In our Institute work we have labored to impress upon teachers the importance of knowing how to use the dictionary. This work is specific, relating alone to the subject of orthoepy, a subject that needs more attention in our Schools. The unification of pronunciation among those speaking English is a desideratum worth laboring to secure.

MARIA STUART, Ein Trauerspiel von Friederich von Schiller, With an Introduction and Notes by Edward S. Joynes, Professor in the University of Tennessee. Edited by W: Dwight Whitney, of Yale College. New York: Henry Holt & Co. Pages 222.

Prof. Whitney's reputation as a linguistic scholar is world-wide. It may not be improper to state that seven years ago, when corresponding with Prof. Whitney to get him to read a paper before the Department of Higher Instruction of the National Educational Association, that he recommended to us Prof. Joynes, then of Washington and Lee University, Virginia, who, at our request, read a paper at Elmira. We afterwards learned that Prof. Whitney's personal knowledge of Prof. Joynes was acquired in Germany, where they were pursuing linguistic studies. We mention these facts to indicate that the gentleman who has prepared the introduction and notes to Schiller's Tragedy, has the endorsement of one of the foremost scholars of America. Prof. Joynes's notes fill over thirty pages. This book is neatly printed on paper slightly tinted.

AMERICAN POEMS. Longfellow; Whittier; Bryant; Holmes; Lowell; Emerson. With Biographical Sketches and Notes. Boston: Houghton, Osgood & Co. The Riverside Press, Cambridge. 1880. Pages 455.

American Prose. Hawthorne; Irving; Longfellow; Whittier; Holmes; Lowell; Thoreau; Emerson. With Introduction and Notes. By the Editor of "American Poems." Same publishers and date. Pages 442.

These companion books are just in the line of the literature wave now flowing over many American schools. We noticed the first edition of the American Poems. This edition in its new preface alludes to the generous reception with which the first edition was met. This reception no doubt suggested the propriety of issuing a companion volume of American Prose. In this are found the same scholarly introduction and notes. The contents of this volume are as follows:—The Snow Image, The Great Stone Face, Drowne's Wooden Image, and Howe's Masquerade, by Hawthorne; Rip Van Winkle and Little Britain, by Irving; The Valley of the Loire, Journey in Spain, by Longfellow; Yankee Gypsies, The Boy Captive, by Whittier; The Gambrel-Roofed House, by Holmes; My Garden Acquaintance, by Lowell; Sounds, Our Brute Neighbors, and The Highland Light, by Thoreau; and Behavior and Books, by Emerson. It will be seen that the collection is delightful and varied.

THE

OHIO EDUCATIONAL MONTHLY;

Organ of the Ohio Teachers' Association,

-AND-

THE NATIONAL TEACHER.

JULY, 1880.

Old Series, Vol. XXIX, No. 7.

Third Series, Vol. V, No. 7.

WHEN WAS OHIO ADMITTED INTO THE UNION?

BY I. W. ANDREWS,

President of Marietta College.

Of all the twenty-five States that have been admitted into the Union since the national life began on the fourth of July, 1776, Ohio is the only one in regard to whose date of admission there is any question. When a State has entered the last quarter of its first century it would seem that both the year and day when its State life began should be definitely known. The doubt in the case of Ohio shows itself by the various dates found in historical and other works from 1808 to the present time. The date in these works is not made the subject of discussion, but is stated in each case as if it had never been called in question.

Among the dates found in different works are these: April 28, April 30, June 30, and November 29, 1802; the winter of 1802-3; February 19, March 1, and March 3, 1803. The first is given in "Harris's Tour," published in 1805. The heading for the second part of the book is "State of Ohio. Admitted into the Union by an act of Congress, April 28, 1802." The second is found in a note in the United States Statutes at Large, Vol. I., p. 11. The editor gives in the note the dates of the admission of all the new States up to 1845. Of Ohio his language is, "Ohio was established as a State of the Union by act of April 30, 1802." The same date is found in Townsend's An-

alysis of Civil Government, and in various other works. The third date, June 30, appears in the Report of the Ninth Census, Vol. I., p. 575. The language is, "Ohio, by act of June 30, 1802, formed as a State," etc. W. Hickey gives the fourth date, November 29, 1802, in his edition of the Constitution. also, N. C. Towle, and many others. The fifth, February 19, 1803, is given by Caleb Atwater in his History of Ohio, published in 1838. Mr. E. D. Mansfield gives the same in his Political Manual, and so Mr. G. W. Paschal in his Annotated Constitution. The old geography, published in 1803, probably refers to the same date when it says, "Ohio was admitted the winter following the Convention held in the autumn of 1802." In Hildreth's History of the United States we read: "Just as the session closed the new State of Ohio took upon itself the exercise of self-government, under a Constitution framed the preceding autumn." In the margin is given the date, March 1, 1803." This makes the sixth date. Walker, in his History of Athens County, says: "Congress assented to the proposed modification, by act of March 3, 1803, thus completing the compact, and accepting Ohio as a State." We have here the seventh date.

For the first and third of the dates above given—April 28, and June 30, 1802—I know of no reason that can be assigned. Both are probably errors of the copyist or the printer. Certainly no act relating to Ohio was passed April 28, and on the 30th of June Congress was not in session, having adjourned on the 3d of May to the first Monday of December.

The second date—April 30, 1802—was that of the passage by Congress of "an act to enable the people of the eastern division of the territory northwest of the river Ohio to form a Constitution and State government, and for the admission of such State into the Union, on an equal footing with the original States, and other purposes." In the case of no other State has the date of the enabling act been considered as the date of the admission of the State into the Union, and there is no reason why Ohio should be an exception to the general rule. We may then reject April 30, 1802, as the date of the admission of Ohio.

November 29, 1802, was the day on which the Convention that framed the Constitution adjourned. The enabling act of Congress appointed the second Tuesday of October as the day for the election of delegates to the Convention, and the first

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Monday in November as the day for the Convention to meet. The election was held, and the Convention assembled on the day specified. Having framed a Constitution they adjourned on the 29th of the same month, just four weeks from the day of their organization. The Constitution was not submitted to the people, and the final adjournment of the Convention is held by some to be the time of the State's admission into the Union.

The 19th of February, 1803, is the date of an act of Congress "to provide for the due execution of the laws of the United States within the State of Ohio." It was the first act of Congress which, in any way, "recognized the State; and, as there was no formal act of admission, this act of recognition is regarded as the virtual act by which the State was admitted.

The first of March, 1803, was the time when the first General Assembly met in accordance with the provisions of the Constitution. Perhaps the historian, Hildreth, did not intend to designate this as the exact date when Ohio was admitted, but to indicate that the machinery of the State government was then put into operation.

The remaining day mentioned, March 3, 1803, was the date of an act of Congress assenting to certain modifications proposed by the Convention, relating to reservations of land for purposes of schools, etc. Because of this action of Congress, the author of the History of Athens County, as we have seen, makes March 3, 1803, the day when Ohio became a State. The language of Mr. Chase, in the historical sketch contained in the first volume of his statutes of Ohio, is somewhat similar to that of Mr. Walker, but is not sufficiently definite to warrant us in saying that he regarded March 3, as the exact date of the admisson of Ohio.

It is my purpose to embody in this paper all the facts bearing upon the question of the date of admission, that the intelligent reader may have before him all the data necessary for a correct decision.

Three States had been admitted before Ohio, viz.: Vermont in 1791, Kentucky in 1792, and Tennessee in 1796. The first two were formed from other States, and had never been organized as Territories. Tennessee had existed as a Territory, known as the Territory south of the river Ohio. *For neither

^{*}The ninth census report is in error in saying that this Territory embraced Kentucky as well as Tennessee. The map giving the acquisition

of these three was there an enabling act of Congress. In the case of Tennessee the territorial legislature had the census taken, which, showing a sufficient population, a convention was called in January, 1796, a Constitution was framed, and the President was notified that the territorial government would cease on the 28th of March. A warm debate ensued in Congress, but the admission was finally granted by an act approved June 1, of that year. The people claimed their right to become a State by the terms of the ordinance of 1787, and the deed of cession.

For Ohio, as already stated, an enabling act was passed April 30, 1802. The people, in accordance with it, elected delegates, the Convention was held, and a Constitution formed. After the adjournment the Constitution was laid before Congress, as also certain propositions relating to lands within the State. A committee was appointed in each house, to whom the papers were referred. The action in the Senate was as follows:

Resolved, That a committee be appointed to enquire whether any, and, if any, what legislative measure may be necessary for admitting the State of Ohio into the Union, or for extending to that State the laws of the United States; and

Ordered, That Messrs. Breckenridge, Morris, and Anderson, be the committee, and that the letter signed T. Worthington, agent for the State of Ohio, laid before the Senate this morning, together with a copy of the constitution of said State, be referred to the same committee, to consider and report thereon."

This committee was appointed on the 7th of January, 1803, and on the 19th they made the following report:

That the people of the eastern division of the territory north-west of the river Ohio, in pursuance of an act of Congress, passed on the 30th day of April, 1802, entitled, "An act to enable the people of the eastern division of the territory north-west of the river Ohio to form a constitution and State government, and for the admission of such State into the Union, on an equal footing with the original States, and other purposes," did, on the 29th day of November, 1802, form for themselves a constitution and State government. That the said constitution and government so formed is Republican, and in conformity to the principles contained in the articles of the ordinance made on the 13th day of July, 1787, for the government of the said Territory; and that it is now necessary to establish a district court within the said State, to carry into complete effect the laws of the United States, within the same."

On the 21st of January the Senate considered the report, and

and transfer of territory is also incorrect as to Kentucky. (See Report, Vol. I., p. 575). This map has been copied into some recent histories of the United States.

directed the committee to bring in a bill. A bill was reported on the 27th, which was read and ordered to the second reading. The next day it was read the second time. On the 31st the Senate resumed the second reading of the bill, and, an amendment having been offered, "it was agreed that the further consideration of the bill, together with the proposed amendment, should be the order of the day for Thursday, the third day of February." On the 4th of February the bill was passed to a third reading, and on the 7th it was read the third time and passed.

The House of Representatives having received the bill from the Senate, it was read twice on the 8th of February, and referred to a committee. On the 12th it was discussed in committee of the whole, reported to the House, then read the third time and passed. It was approved on the 19th.

This being the first act of Congress which recognized the new State, it is regarded as the true date of admission. In the collection of Charters and Constitutions, compiled by order of the United States Senate, and printed in 1877, the Constitution of a State follows the enabling act, and then comes the act of admission. In the case of Ohio, there having been no act of formal admission, the Constitution of 1802 is followed by this act of February 19, 1803, under the heading, Act recognizing the State of Ohio, 1803. This act thus takes the place, in the volume of Charters and Constitutions, of a formal act of admission; and a stranger, consulting the work to ascertain the times when the several States came into the Union, would necessarily infer that the date of Ohio was February 19, 1803.

It is unnecessary to follow the action of the House of Representatives as to the bill which became the law approved March 8, 1803. It had reference to the appropriations of land for purposes of education and roads. We might infer that an understanding existed between the two Houses, that the Senate should take the initiative as to the admission of Ohio, and the House of Representatives should introduce a bill as to the modifications proposed by the convention. We may safely exclude the date of that act from our consideration of the question of admission. The same may be said of March 1, 1803; when the State government went into operation. The first meeting of its Legislature has never been synchronous with the admission of a State. Often the Legislature has been elected, has convened, and elected the two Senators, before Congress has passed the act of admission.

The question of date of admission in the case of Ohio is between November 29, 1802, and February 19, 1803. The first is the day of adjournment of the Convention that formed the Constitution, and the second is the day when was passed the first act of Congress in any way recognizing the State. In the case of every other State, Congress has either passed a distinct and definite act of admission, dating from the day of enactment or from a future day named, or has provided for an admission on the issue of a proclamation by the President. Ohio, then, forms a case by itself, belonging to neither of these classes.

Those who hold that November 29, 1802, is the proper date, lay stress upon the language of the enabling act of April 30, 1802, and upon the words of the preamble to the act of Febru-

ary 19, 1803. Let us examine these two points.

The language of the enabling act is as follows: "Be it enacted, etc., That the inhabitants of the eastern division of the territory north-west of the River Ohio, be, and they are hereby authorized to form for themselves a Constitution and State government, and to assume such name as they will deem proper, and the said State, when formed, shall be admitted into the Union upon the same footing with the original States in all respects whatever."

Does this imply that the formation of a Constitution and State government is itself an admission without any farther act of Congress? Does it not rather imply that an act of admission, formal or virtual, is yet to be passed by Congress? "The said State, when formed, shall be admitted," etc., that is, admitted by Congress according to the provisions of the Constitution of the United States: "New States may be admitted by the Congress into this Union."

But this language is not peculiar to the enabling act for Ohio; it is in substance the language of every enabling act passed by Congress from 1802 to the present time. Those of Indiana and Illinois, formed from the same North-west Territory, contain the identical words, except the names, found in that for Ohio. The act for Indiana was passed April 19, 1816, and its Constitution was formed June 29; but the resolution of admission was passed December 11 of the same year. If Ohio became a State, on the formation of a Constitution, by virtue of the language of the enabling act, why did not Indiana? If Ohio was a State in the Union from the 29th of November, 1802, was not Indiana a State from the 29th of June, 1816?

And was not the resolution of Congress of December 11, 1816, admitting Indiana into the Union, wholly useless?

The enabling acts for all the States since the admission of Ohio have been in their essential features copied from that of 1802. That for Nevada, enacted in 1864, declares that the inhabitants of the Territory are hereby authorized to form for themselves out of said Territory, a State government, with the name aforesaid, which said State, when formed, shall be admitted into the Union upon an equal footing with the original States in all respects whatsoever." Later in the same act was a provision for submitting the Constitution to the people, and one for the issue of a proclamation by the President. If by the clause quoted above, the Territory became a State on the formation of a Constitution, the subsequent provisions as to submission to the people and the issue of a proclamation would be inconsistent. But whatever may have been the other provisions of an enabling act, Congress has always affirmed that the State should be admitted on an equal footing with the other States, and yet in every case save that of Ohio there was a subsequent resolution or act of Congress, or a proclamation by the President. We may fairly infer, then, that Ohio did not become an integral member of the Union by a mere formation of a Constitution, as provided for in the enabling act of April 30, 1802.

Let us now examine the language of the preamble to the act of February 19, 1803: "Whereas, the people of the eastern division of the territory north-west of the River Ohio did, on the 29th day of November, 1802, form for themselves a Constitution and State government, and did give to said State the name of 'State of Ohio,' in pursuance of an act of Congress entitled 'An act to enable the people of the eastern division of the territory north-west of the River Ohio to form a Constitution and State government, and for the admission of such State into the Union on an equal footing with the original States, and for other purposes,' whereby the said State has become one of the United States of America; in order, therefore, to provide for the due execution of the laws of the United States within the said State of Ohio, be it enacted, etc."

In the case of Indiana—and the same is true for Illinois the preamble to the resolution for admitting the State, after reciting that the people "did form for themselves a Constitution and State government," adds, "which Constitution and State government so formed is republican, and in conformity with the principles of the articles of compact between the original States and the people and States in the territory northwest of the River Ohio, passed July 13, 1787." The clauses as to the republican character of the Constitution, and its conformity to the Ordinance of 1787, which in case of Indiana are in a preamble to the resolution of admission, are found in the case of Ohio in the report of the committee, as already quoted on a previous page of this paper. The same investigation had been made in two cases, and the same result had been reached. Congress had satisfied itself in each case that the Constitution was republican, and in conformity with the articles of the Ordinance of 1787, before it recognized or admitted the State.

Stress is sometimes laid upon the words of the preamble of the act of February 19, 1803, "whereby the said State has become one of the United States of America." It will be noted that the language differs in tense from that respecting the formation of a Constitution, "Whereas, the people did form a Constitution on the 29th day of November, etc., whereby the said State has become one of the United States." Had it been affirmed that the State did become one of the United States on the 29th of November, the question before us would have been different from what it is now. The language is that it has become—has now become a member of the Union.

The Constitution was formed at a given time; it had been submitted to Congress for examination, that examination had been made, and the Senate committee reported that the several steps had been properly taken. The laws of the United States could not be extended over Ohio till it should be recognized in some form. That recognition was placed in the preamble. It was a virtual declaration that the Constitution was republican and in conformity with the Ordinance, and therefore there was no objection to regarding it as a State. In the case of Indiana the same examination was made, with the same results, but a formal admission was determined upon, instead of a recognition, as in Ohio.

The language of the resolution of the Senate of the 7th of January, when it instructed its committee "to inquire whether any, and if any, what legislative measure may be necessary for admitting the State of Ohio into the Union," would seem to be conclusive against the supposition that the formation of

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a Constitution made the State a member of the Union. If that action by the Convention was sufficient, under the enabling act of Congress, to introduce the new State into the Union, then the resolution of the Senate of the 7th of January was uncalled for. Whether the steps taken by the people of the territory, with reference to admission, had been properly taken or not, was a question which had not yet been answered. When Congress should be satisfied in regard to that, then the date of admission might be settled. Congress had the power, perhaps, to make its action retroactive, though it has never done so in the case of a State; or it might put the time of admission on some day in the future, as in the case of Vermont and of Louisiana; or it might make the day of the enactment the day of admission, as is the usual case.

In view of all the facts, we seem to be shut up to the conclusion that the State of Ohio was not admitted into the Union on the 29th day of November, 1802, when the Constitution was formed, but on the 19th of February, 1803, when Ohio was first recognized as a State by Congress.

It has already been stated that, in the Charters and Constitutions compiled under an order of the United States Senate, this act of the 19th of February, under the title "An act recognizing the State of Ohio, 1803," occupies the same place in the arrangement of the work which is given in other States to the act of admission.

It is proper to state, also, that a few months since I made inquiry at the State department, at Washington, and received the following memorandum:

"Enabling act of Congress for formation of the State of Ohio, was approved April 30, 1802. See Statutes at large, vol. 2, p. 178.

"'An act to provide for the due execution of the laws of the United States within the State of Ohio,' was approved February 19, 1803. By this act Ohio was admitted to the Union. Statutes at large, vol. 2, p. 201." We may infer, then, that the Department of State of the General Government recognizes the nineteenth of February, 1803, as the date of the admission of Ohio into the Union.

THE NATURAL METHOD.

The wish for shorter and better methods of teaching modern languages is everywhere evident, and the demand is imperative. The methods of Ollendorf, Fasquelle, Otto, and Whitney, as well as their books are certainly good; so are the results which they have attained good. But who has the courage to answer the question:—"Is this the best we can do?" Who has the courage, I repeat, to answer this question with "yes" we ought to be contented, we ought not to trouble ourselves with trying to find anything better!

Many may be contented, but I know of many an American father in Paris or Berlin who ruefully shakes his head when he has had occasion to test the results of his son's study of the German and French languages. I know of many a father who regrets the time and money he has expended on such accomplishments for his son, and looks upon them both as lost. I know also that many a practical business man and many an earnest teacher is discontented with results arrived at. It is on account of this deep-felt discontent that so many methods and so many grammars have come into existence of late years. It was this discontent which set Mr. Gottlieb Heness to thinking, and which finally brought him the idea, which since then has been followed out by so many thinking teachers and educators. His idea, never to speak English to English-speaking persons who desire to learn French or German, but always to use French in teaching French and German in teaching German—this idea, the principle of Pestalozzi, the rule of Diesterweg in teaching languages, this idea, I say, is indeed a great one, and so very simple, that sometimes I have wonderingly asked myself, why we had not found it out long before?

Since then this idea has been spread far and wide, and in this work Messrs. Sauveur and Cohen have distinguished themselves,—the former in the East and the latter in the West. Prof. Ferdinand Böcher, of Harvard College, in whose eyes the system found favor, called it the "Natural Method," by which name it is now generally known.

The Natural Method is spreading rapidly. Many of our most intelligent and energetic teachers have adopted it. A convincing proof of this is to be noted in the remarkable fact that a book written in this method, and which has but recently appeared, has already passed through five editions. We speak

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of the work of Mr. S. M. Stern, called "Studien und Plaudereien."

Has this method really produced a new principle, a new idea? Yes, both new and old. The idea, already spoken of above—"never to speak English in teaching a foreign language" is new. All the other rules are old. They are so old that they have been in existence ever since there have been any mothers to talk to their children. They were proclaimed by Socrates, partly by Pestalozzi and Diesterweg, and Horace Mann.

What is the reason that this method has taken such a deep hold and become so widely known? The answer is:—Because the teachers have been energetic enough to carry out these excellent ideas and theories, and because the advocates of the method have ever sought to be practical.

How interesting it is to watch a lesson given according to the Natural Method! When the teacher enters the class-room the eyes of the scholars become brighter, for they have the sure expectation that they will pass an hour which will be not only interesting, but very instructive and useful. that they will learn, that they will really make progress. Hence their eagerness for study, and here is to be found one of the wonder-working elements of the method. So the teacher begins his instruction in the German or French language and the scholar answers him in German or French, as the case may be, without hearing, seeing, speaking or writing a word in his mother-tongue; they use only the language which they wish to study,—the language which will soon be their own and will soon cease to be foreign to them. Here is indeed a great difference between this method and the procedure we were used to in our youth. Here sat the professor, strong and earnest before us with the book in his hand, over which we must pass so many heavy hours of our life—the grammar with the rules, before which even to-day we have a sort of secret horror. In this system grammar is taught; but it is taught in such a way that it becomes neither a burden nor wearisome occupation. It is taught as an intelligent mother would teach her child:-mistakes are corrected and reasons given, if indeed there are any reasons. It is truly remarkable in how short a time nearly all the rules of grammar can be exposed and studied in this manner. After a while a grammar is given the scholars in order to put the rules already practically known. into regular order.

The most important rules of the system are the following:-

- 1. Never speak English when you are teaching English-speaking persons.
- 2. Let the instruction always be in the form of a dialogue, as in the Socratic method of instruction.
- 3. Prepare for every lesson in the most careful and thorough manner.
 - 4. Always be logical.
- 5. Go from the simple to the complex, from the easy to the more difficult.
- 6. Always encourage, and never discourage with the instruction.
 - 7. Attribute mistakes more to yourself than to the scholar.
- 8. Let the lesson always be interesting, and when possible a continuation of the foregoing one.

Now, these rules do not differ widely from the maxims we find expressed in Spencer:—"the study of surrounding phenomena is immensely superior to the study of grammars and lexicons."

"Along with rote-teaching is declining also the nearly-allied teaching by rules. The particulars first, and then the generalization, is the new method."

"To give the net product of inquiry, without the inquiry that leads to it, is found to be both enervating and inefficient. General truths to be of due and permanent use, must be earned." "Easy come, easy go," "is a saying as applicable to knowledge as to wealth."

"But all the changes taking place, the most significant is the growing desire to make the acquirement of knowledge pleasurable rather than painful."

"That in education we should proceed from the simple to the complex is a truth which has always been to some extent acted upon."

"To say that our lessons ought to start from the concrete and end in the abstract, etc." . . .

"As illustrative applications of this rule, we may instance the modern course of placing grammar, not before language, but after it." "As a final test by which to judge any plan of sulture, should come the question,—Does it create a pleasurable excitement in the pupils?"

"Experience is daily showing with greater clearness that there is always a method to be found productive of interest even of delight; and it ever turns out that this is the methodproved by all other tests to be the right one."

--- "unfortunately education amongst us at present consists too much in telling, not in training." (Horsee Mann.)

"Where young people are taught as they ought to be, they are quite as happy in school as at play," etc. . . .

Heretofore it has been thought almost next to impossible to speak a foreign language without having lived in the land where it is native. Of course everylone will admit that this is the best way, if while one is there one will hear and speak only the language itself. This without doubt is the best way of studying the language; but since it is an impracticable one to nearly all of us we must look for the next best thing; and why should not that be by pursuing as nearly as possible the same plan here?

We are constantly sending our goods into foreign markets and in return are receiving, besides the pecuniary benefit, the still greater benefit of foreign literature. Our bookstores are full of works translated from the French and the German, and cur theatres are constantly supplied with adaptations from the French stage. But the highly-educated classes are no longer content with translations, however good. Foreigners who are fleeking to this country in such large numbers make it even here a convenience for us to be able to converse with them. The law of supply and demand governs this as well as other affairs.

I speak thus warmly in favor of the Natural Method because it is a system the merits of which I know from experience both as a pupil and as a teacher. When I look back to the time I spent in Germany in studying English and French according to the eld method I confess I feel somewhat provoked at myself. I could read Shakespeare and Byron,—but when I landed in New York and wished to have my boots blacked before visiting some friends I stood in helpless despair before a grinning bootblack, and all I could do was to make signs which the youth, however, rightly interpreted. There was a great difference I found between reading Byron and asking a

boy to black my boots. The theory I had all right, but the words and their right connection failed me.

When I found myself before a class, they unable to speak a word of German and I finding myself bereft of my English, I was compelled to make use of the Natural Method, and had such good success in teaching my native tongue that I determined to study English myself after the same system. The rapidity with which both I and my scholars progressed was a constant source of astonishment to me. Mr. S. M. Stern's book, I found, had been written by experience, and it helped me wonderfully over many difficulties in my path.

I am not much of a prophet, but I venture to predict that in ten years no other method will be taught in the best schools of the country. Our foremost colleges are already adopting it. Among them Harvard and Amherst stand preëminent. Like every other new step forward it has difficulties with which to contend, but its intrinsic merit and old father time will surely succeed in overcoming them.

Menco Stern.

DICTATION DRAWING.

BY PROF. W. S. GOODNOUGH, COLUMBUS, OHIO.

No. IV.

Teachers are frequently at a loss for figures suitable for dictation exercises, which is one thing that suggests this series of lessons.

After teachers get the subject once started however, they can easily help themselves by making variations of figures already given or having their pupils do so; that is, combining to a slight extent, practice in Design with Dictation. For example, the last figure given was a cross, with some additions at the centre, made by dividing a square into nine small squares and erasing the corner ones. At the next lesson the teacher might have each pupil try to design a new figure slightly different from the given one. Each pupil who makes a good design should draw it on the blackboard, as it may suggest new ideas to the rest of the class: The best designs should be preserved by the teacher for future dictation exercises.

The following figure is a variation, to some extent, of the last one; that is, the square is divided into nine small ones. It will be found that a great variety of figures can be produced by dividing the square in this way.

Exercise X. Draw a three-inch square. Divide it into nine small squares. Bisect the sides of the small centre square. Notice the two points of trisection in the upper side of the large square. Connect these

points with the points first named by two oblique lines. Repeat the same on the three remaining sides

of the square. Erase the two inner sides of each small corner One-eighth of an inch inside of the small middle square draw a parallel square. Erase middle third in each side of the large square. Brighten.

The next exercise will be a variation of the last.

Exercise XI. Draw a three-inch square and divide it into nine small ones. Bisect the sides of the centre square. Draw two oblique lines from each of these points to the two points of trisection in the nearest side of large square. Draw oblique lines connecting the points of bisection in the sides of

Draw a circle at the centre of the square. figure about one quarter of an inch in diameter. Erase all vertical and horizontal lines except the middle third in each side of the large square. This leaves four triangles about a square. One eighth of an inch inside of each triangle draw a parallel one. Brighten.

Exercise XII. Draw a three-inch square and its diameters. Four small squares are thus formed; draw the diag-

onals of each. Notice the upper left small square. Trisect its semi-diagonals. Connect the outer points of division on the semi-diagonals, forming another square. Erase the parts of the diagonals inside of

the last square drawn. Repeat the same in the remainder of the large square. Erase the diameters of the large square. Brighten.

The next figure is designed to show how to dictate parallel lines. One method was used in Exercise XI, i. e., describing the containing form.

Exercise XIII. Draw a two-inch square and its diagonals.

Bisect each semi-diagonal and connect the points of bisection, forming a small square. At the centre of the figure draw a square about one quarter of an inch in diameter, making its sides parallel to the diagonals of large square. Erase parts of diagonals inside of second square drawn. Brighten

upper side of large square; upper side of second square drawn; the two obliquities connecting these two sides. One-eighth of an inch inside of the four-eided figure brightened, dutw a parallel figure. Repeat the same is corresponding parts of the figure. Brighten.

Pupils should be careful not to get the parallel lines too near tegether. More than an eighth of an inch between the lines would be better than less:

Exercise XIV. Draw a three-inch square and divide its sides into six equal parts. (Bisect first, them trisect each half.) Notice the outer left, and outer right points of division in the two herizontal lines; connect these by two vertical lines. Notice the upper and lower points of division in the two vertical

sides of square; connect by two horizontal lines. Draw a circle nearly a quarter of an inch in diameter, in each of the four small corner squares. Draw a parallel oblong (rectangle) in each of the four oblongs, making it about an eighth of an inch inside. Draw the diagonals of the large central square. Bisect each semi-diagonal and connect points of bisection, forming a small square. Erase the parts of diagonals inside this small centre square. Draw a circle at the centre of the figure, about a half-inch in diameter. Brighten.

THE GOVERNMENT OF SWITZERLAND. LEGISLATIVE.

The Supreme Power of the Republic of Switzerland is vested in the Federal Assembly, comprising two divisions:

A. National Council, [House of Representatives.]

B. States' Council, [Senate.]

At elections for Members of the Federal or Executive Council, [including President and Vice-President,] when electing Members of the Supreme Court, the Federal Secretary, the General of the Army, and the Chief of Staff and Extraordinary Federal Representatives, when exercising the Pardoning Fower, when questions of jurisdiction arise, or are presented, and when passing upon Treaties, the two Divisions or Councils meet in joint session, the President of the National Council [Speaker of the House of Representatives] presiding, on which occasion joint deliberation takes place, and the absolute majority of the votes cast by the Members of both Councils decides.

The laws of the land, however, are enacted by the concurrent vote of these two Councils in sessions of their respective bodies; but federal laws and joint resolutions of a binding character upon the Nation, when not of an urgent nature, must, before being declared operative, be submitted for approval, or rejection, to a popular vote of the people, when it is demanded by eight cantons, or 30,000 citizens entitled to vote. This procedure is called *Referendum*, and, as will be seen, lodges the veto power in the people.

Every 20,000 inhabitants are entitled to a member in the *National* Council, members of which are elected for the term of three years. Every Canton is entitled to two members in the *States' Council* or Senate.

EXECUTIVE.

The Executive authority of the Republic of Switzerland is vested in a body composed of seven members, entitled "The Federal Council."

The duties of the Federal Council are divided into departments for the purpose of expediting business; its transactions, however, emanate from it as a whole.

The Members of the Federal Council are elected by the Federal Assembly [House of Representatives and Senate in Joint Session] for the term of three years from any citizens of Switzerland [native or naturalized] who are eligible as Members of the House of Representatives or National Council; only one Member, however, is allowed to be chosen from the same Canton. Members are eligible to re-election for two or more terms.

It requires four Members to constitute a quorum for the transaction of business. Sessions of the Federal Council take place every day at an appointed time and last one or more hours. Members of the Federal Council have an advisory voice at transactions of either branch of the Federal Assembly, and can participate in debate and offer Resolutions.

At the annual meeting of the Federal Assembly on the first Monday in December, that body in Joint Session elects from among the Members of the Federal Council a Presiding and a Deputy Presiding Officer for the Federal Council, to serve each one year from the first day of January next succeeding.

The Presiding Officer thus elected is denominated Federal President, and as such assumes the Department of Foreign Affairs [Secretary of State in the United States]. The Deputy Presiding Officer is nominated Vice-President and replaces the President when from any cause he is incapacitated to act.

The President is not eligible as President or Vice-President for the succeeding year, neither can the same Member officiate

for two successive years as Vice-President. After an intermission of one year a retiring President may be re-elected, and instances have occurred where the same Member has served as President of the Republic for four different terms.

The salary of the President is 13,500 Francs, [\$2,700,] that of the other Members each 12,000 Francs, [\$2,400,] per annum.

The Federal Assembly can remove, for cause, any Member of the Federal Council including, of course, the President.

CIVIL SERVICE.

In the Federal Council is vested all authority for the appointment and removal of subordinates in the Executive Branch of the Government.

All vacancies, however, must be announced in the Federal Journal, and proposals to fill the same invited by advertise-ment in said Journal. This applies to all employes, from messengers and letter carriers up to chiefs of divisions; political preferment is not admissible. Antecedents of candidate in point of capacity for position applied for, together with, in some cases, oral and written examinations are mainly relied upon in making appointments.

Removals, except for inefficiency, are unknown, and, unless the office in question is abolished, inadmissible. of administration never effects the tenure of office of employés of the Government.

STATES' RIGHTS.

Although Switzerland may be said to have existed as a republic since November 17, 1307, under the more or less inade-quate laws of a confederacy, stringently adhering to the most ultra doctrines of State rights, it is only since September 12, 1848, that the present Federal Constitution in the main has

The people as a whole combat centralization in every form it may be presented, except where essential to the perservation of the Nation as a republic.

JUDICIARY.

The members of the Supreme Court (nine in number, with nine alternates) are elected for a term of six years, in joint sessions of Congress, and are eligible for re-election.

Every Swiss is subject to military duty. There is, however, no standing army, but a Federal Staff of officers in constant service for purposes of instruction, and enforcing the laws governing the Militia system.

EDUCATIONAL.

The Federal Government has authority to establish institutions of the highest rank, and affix the minimum of instruction in elementary studies.

Population, July 1st, 1876, 2,759,854. Area, 15,233 square Digitized by GOOGIC

EDITORIAL DEPARTMENT.

——"What do the inhabitants of Belgrave or of Grosvenor Square or the occupiers of the luxurious villas which encircle our parks and gardens—what do the dwellers in Bayswater or in Bloomsburg, or the barrister in the Temple, or the tradesman in the Strand or Regent Street, know of the laboring population which surrounds them? Such a man almost rubs shoulders with a class of whom he positively knows no more than if they were at Timbuctoo, and who know, of course, as little of him. The two are knit together by none of those charities and courtesies which mark the intercourse of rich and poor in the country."—T. E. Kebbel in the Nineteenth Century.

Yet in spite of the danger resulting from the utter sundering of sympathy and interest between the rich and the poor, there are some in this country who would hasten the approach of such a peril in America by destroying the conservative force of the public school. Through fear of educating the poor boy above his sphere, these reformers would reduce the schools to such a low grade that none but the very poorest would go to them. Thus the division of classes would begin in childhood, and those lessons of mutual forbearance which years of companionship cannot fail to teach be forever lost. Let no one think that by thus separating the rich and the poor even in childhood he can obtain the "contented peasantry" of which a few aristocrats talk glibly. Have we forgotten so soon the scenes of '77?

—The farmer who never plants until sure no frost can injure his crops will have a poor prospect for a harvest. The course of study which is so carefully graded that one cannot by any possibility get sick while pursuing it is entirely too ethereal (I had almost said too thin) for this world.

A.

"ONE of the greatest faults of the public school is the manner of classification. Each grade is a Procrustean bed" etc. etc. Can that ghost never be laid? If two pupils of unequal ability do spend the same time in "going over" a certain amount of work is there no difference in the result? The brighter pupil will draw a larger dividend because he has a greater amount invested. We can no more easily make all pupils profound scholars than we can raise a field of clover in which every leaf shall conform to the "conventional" figure of the drawing-book.

The bright pupil is not necessarily injured by being kept with his class. There are exceptional cases in which the pupil is benefited by being pushed forward faster than the prescribed course, and there are a few dull lazy or vicious pupils who cannot be carried on with the rest; but between these extremes of the class are the greater number, showing diversity of attainments, yet able year after year to work together with profit.

—The meeting of the National Educational Association at Chautauqua (Fairpoint), July 13, 14, 15, 16, it is hoped will be largely attended. Ohio teachers, in consequence of the holding of the State Association the preceding week, have an opportunity of attending the Association at less expense than teachers of any other State at the same distance. We want Ohio to send the largest delegation of any State, Cheap excursions from Chautauqua to Niagara, Watkins's Glen, and down the St. Lawrence are talked of to follow the meeting of the Association. Persons wanting copies of the second edition of the railway announcements, etc., should apply to us. For the rich educational fare to be served at Fairpoint we refer to program published last month.

—The following letter from W. B. Shattuc, General Passenger and Ticket Agent of the N. Y., P., and O. Railroad (formerly Atlantic and Great Western) will explain itself. It will be seen that train No 1, which leaves Cincinnati 9:30 at night arrives at Lakewood at 1:42 P. M. the next day, and train No. 2, that leaves Cincinnati in the afternoon a quarter before one o'clock, arrives at Lakewood the next morning at thirteen minutes before six o'clock. We advise all teachers to strike for the nearest point on the N. Y., P., and O. Railroad, and thus get on one of these trains. Remember that the Association convenes at Lakewood, Wednesday, July 7. Send for orders for excursion tickets to the proper persons named in the program published last month. A neglect to do so will deprive any one intending to go of the privilege of the reduced rate. Read what Mr. Shattuc has to say. Take notice also of proposed excursion to Niagara Falls, which is only about 70 miles by rail from Chautauqua Lake.

NEW YORK, PENNSYLVANIA AND OHIO RAILROAD Co.
Office of the General Passenger & Ticket Agent.
CLEVELAND, OHIO, June 2d, 1880.

To the Teachers of Ohio:-

As you are aware the Executive Committee of your Association has selected Lakewood, N. Y., as the place at which to hold your thirty-first annual meeting, which will convene July 7, 8, and 9, 1880. In order to prevent misunderstanding I beg to say that Lakewood is located on the main line of this road (on the southern border of Lake Chautauqua), and is not reached by any other Railway. In attending the meeting of the Association teachers should purchase tickets to Lakewood (the place where the meeting will be held) and return. Tickets will be on sale July 5, 6, and 7, good for return until July 31, 1880, at less rates than were ever before made for a convention, as follows, to Lakewood and return:-From Cincinnati, \$7.00; Glendale, \$7.00; Hamilton, \$6.75; Dayton, \$6.50; Springfield, \$6.25; Urbana, \$6.25; Marion, \$5.15; Galion, \$4.90; Mansfield, \$4.60; Ashland, \$4.30; Russell, \$3.60; Akron, \$3.30; Kent, \$3.10; Ravenna, \$2.95; Cleveland, \$3.50; Garretsville, \$2.80; Leavittsburg, \$2.55; Warren, \$2.50; Niles, \$2.60; Girard, \$2.50; Youngstown, \$2.40; Cortland, \$2.30; Canfield, \$2.85; Lectonia, \$3.05; New Lisbon, \$3.25. Digitized by Google

CONDENSED TIME TABLE.

From Lakewood, West. Arrive.	Stations.	To Lakewood, East. Leave.	
6:25 a. m. 5:30 p. m.	CincinnatiGlendale	12:45 p, m.	9:30 p. m.
	Hamilton		10:30 p. m.
	Dayton		
	Springfield		1:00 a. m.
	Urbana	4:50 p. m.	1:31 a. m.
	Marion		3:23 a. m.
10:00 p. m. 10:10 a. m.	Galion	7:40 p. m.	4:15 a. m.
9:10 p. m. 9:28 a. m.	Mansfield	8:25 p. m.	5:05 a. m.
8:28 p. m. 8:48 a. m.	Ashland	9:08 p. m.	5:39 a. m .
		10:25 p. m.	
6:37 p. m. 6:30 a. m.		11:21 p. m.	
		11:53 p. m.	
	Ravenna		
6:50 p. m. 6:50 a. m.	Cleveland	10:45 p. m.	
5:30 p. m. 5:34 a. m.	Garretsville		8:28 a. m.
	Leavittsburg		
	Warren		
	Girard		
	Niles		
	Youngstown		8:15 a. m.
	Cortland		
12:05 p. m. 12:36 a. m.	Lakewood	5:4/ a. m.	1:42 a. m.

Additional trains leave Cleveland at 2:40 P. M., arriving at Lakewood 9:40 P. M. Returning, leaves Lakewood 6:52 A. M., arriving at Cleveland 1:55 P. M. Through without change.

At a convenient time during or directly after the meetings of the Association, a grand excursion at extremely low rates will be run from Lakewood to Niagara Falls, leaving in the morning and returning same evening, giving several hours at the Falls.

To secure the rates for the Niagara-Falls excursion, which will be lower than ever before made, it will be necessary to show the ticket agent your return ticket from Lakewood, which will read by way of this line, together with certificate of membership in the Association, the presentation of which will be the agent's authority for making the sale.

A grand complimentary moonlight excursion over Lake Chautauqua will be tendered the Association during their meetings, time to be selected by the President. Certificates of membership in the Association will entitle the persons and their families named to participate.

Teachers residing off the line of this road should communicate with the general ticket agents of connecting lines, and secure reduced rates up to junction station on this road, at which place our reduced rate tickets can be secured.

Certificates will be issued by the gentlemen named in the program to teachers, which they will present to the agents of the road, and on which agents will furnish the excursion tickets.

Teachers can secure the excursion tickets for any member of their family, (husband, wife or children,) by writing on the certificate the names of those for whom tickets are desired.

The excursion rates are made extremely low on account of the Association, and their sale must be limited as stated above.

The National Educational Association will meet at Fair Point, July 13, 14, 15 & 16. Fair Point is located several miles from Lakewood, on Lake Chautauqua, and is reached by the Lake-Chautauqua Navigation Co's. steamers, which will take teachers from Lakewood to Fair Point & return at the rate of 25cts each. Teachers desiring to attend this meeting should purchase tickets to Lakewood.

It is the desire of the managers of this road to make this excursion as pleasant and agreeable as possible, and nothing will be left undone to accomplish this result.

Respectfully, W. B. Shattuc,

General Passenger agent, Cleveland, Ohio.

- ——At a late meeting of the Société de Biologie (Gazette Hebdomadaire, Oct. 17, 1879,) Dr. Javal, Director of the Laboratory of Ophthalmology at the Sorbonne, read an interesting paper on The Hygiene of the School Room in its Relation to Sight, and summarized his views in the following conclusions:—
- 1. It is proved that the causes of short-sightedness are habitually a prolonged application of sight during childhood combined with insufficient light.
- 2. In our climate illumination by diffused light never attains, even in the open air to an injurious intensity.
- · 3. The belief that bilateral light is injurious to the preservation of sight does not rest on any theoretical basis.
- 4. According to most recent statistics there are schools in which the light being bilateral, myopia is comparatively rare, and there exist others in which unilateral light is had under most favourable conditions, nevertheless myopia is as frequent as in the worst arranged schools. Experience is certainly not in favour of unilateral light.
- 5. Sufficient light by means of windows arranged on one side can only be obtained if the width of the room does not exceed the height of the lintels of the windows above the floor.
- Light from behind, if it comes from above, may be usefully combined with lateral light; the light from a glazed roof is excellent.
- 7. Bilateral light should be preferred on all accounts. In this system, the width of the school-room being for the same height of windows twice as great as in the case of unilateral light, the intensity of the light in the middle of the room, which is the least benefited portion, is double that obtained by the same distance from windows where unilateral light is used. However, the width of the schoolroom must never exceed double the height of the windows.
- 8. Great importance must be attached to placing the school towards the east, and the axis should be directed from north-northeast, to south-southwest; a deviation of more than 40 degrees from the direction north-south should never be allowed except in exceptional climatic conditions.
 - 9. The master should face the south.
- 10. Finally it is absolutely indispensable to reserve on every side of the schoolroom a strip of inalienable ground, of which the width should be double the
 height of the loftiest buildings that could be erected; allowing for the progress
 of civilization which has multiplied high storied buildings to an extent hithertounknown in the country. This last condition is the most important of all.

It will be noticed that some of these conclusions conflict with doctrines. heretofore widely taught and accepted.

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——The American Institute of Instruction will meet at Saratoga the same week that the Ohio Teachers' Association will meet at Lakewood. It is hoped that many attendants at Saratoga will come to Chautauqua the following week. We learn that Pres. I. N. Carleton has made an effort to have the time of the excursion tickets at Saratoga extended so as to take in the following week. The week after the National Educational Association meeting the New-York State Teachers' Association will be held at Canandaigua. We hope our brother New Yorkers will have at their meeting many visitors from other States.

-All persons entering the grounds at Chautauqua (Fairpoint) the week of the National Educational Association meeting will be charged an admission fee, except those holding membership tickets. The treasurer, E. T. Tappan, will send by mail tickets to all the life-members and to others who wish to procure either tickets of life-membership or an annual ticket in advance. The life-membership ticket is \$20, and the annual ticket \$2. Those getting tickets of membership in advance should take them to Chautauqua. Persons who fail to get tickets before going to Chautauqua will be charged admission as stated above, but the admission fee will be deducted by the treasurer from the price of membership when any person applies for membership. If there are any persons who desire to become members of the National Educational Association, but who cannot be at the meeting at Chautauqua, they can receive membership tickets by remitting \$2 to Dr. E. T. Tappan, Gambier, Ohio. Their names will be published in the list of members in the volume of proceedings, and the volume will be sent by mail to them as soon as ready. Last year about sixty persons remitted two dollars after the meeting of the Association, but in time to have their names printed in a supplementary list. A few sent in their names too late for publication, one of these being for a life-membership. The Association needs all the money it can get, as its expenses are annually about \$1000 for printing proceedings, etc. The volume of proceedings is well worth \$2 to every progressive teacher.

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THERE is such a thing as professional courtesy among the better teachers of Ohio. Not many days ago the writer of this paragraph received a letter from a gentleman inquiring whether his (the writer's) position would be vacant at the close of the current school year, and stating that if there should be a vacancy, he would make application for the place. Here was courtesy, good-breeding. Such a man as the writer of the letter has, at least one of the elements of success in the teaching profession. He has refinement such as can come from genuine culture only. Let there be an end to the petty, unprofessional and ungentlemanly attempts on the part of the outs to displace the ins. Leave such work to thugs, blacklegs, highwaymen, and ward politicians. Among teachers there should be harmony and fair dealing and that noble emulation of who best can teach and train the youth in the schools.

-Last year the ten southwestern counties assigned this year to M.S. Turrill, of Cincinnati, sent 29 teachers to the State Association at Cleve-This year Mr. Turrill thinks these ten counties will send 150 teachers to Chautauqua Lake (Lakewood). The remarkably cheap railway rates and hotel rates are a great inducement to teachers to visit the beautiful lake which may well be styled the American Como, and enjoy the atmosphere of its elevated regions. The surface of the lake is 723 feet higher than the surface of Lake Erie, only seven miles distant. It is the highest navigated water on the continent, being about 1300 feet above the level of the sea. The Indians called the lake In-du-qu-a, which has been said to mean saddle-bags. A glance at the map given last month will show that there is some resemblance, the lake being narrowest near It may be compared to a well-filled bead purse with a middle clasping ring. The lake is about 20 miles in length with an average breadth of about 12 miles, the greatest breadth being 5 miles. In imagination we see the corridors of the Lake-View House and the Kent House at Lakewood crowded with joyous Ohio teachers, the ladies adding beauty and vivacity to the scene. With prophetic eye we also see the hundreds of teachers enjoying the delightful atmosphere of the lake on the beautiful lake-excursion steamers, and a still fewer number of an aquatic turn bounding over the gentle waves in row boats or yachts, among the latter a good sprinkling of school girls wild with delight and using the social adjective jolly more frequently than any other. We shall take our whole family and expect to spend two weeks so as to take in the National Educational Association. Go to Chautaugua. everybody, and go to stay ten days if possible, if not go to attend the Ohio Association for three days. Remember the cheap-rate tickets are good for going only July 5, 6, 7, but good for returning until July 31.

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⁻⁻⁻⁻WE are glad to say that Mr. Shattuc who has offered such exceptionally-low rates on the N. Y., P., & Ohio Railroad to Lakewood, is doing all in his power to make the meeting of the Ohio Teachers' Association He has reproduced the 4-page Program in neat style and issued it "with the Compliments of the Passenger Department New York, Pennsylvania, and Ohio Railroad." In connection with this program Mr. Shattuc has issued a circular letter embodying the points presented (except time table) in his letter which we present in this number of the Monthly. A separate time table is issued with the circular. We have also received from him a 16-page brochure on pink paper entitled "Lakewood," illustrated by four cuts and a beautiful steelplate engraving of Lakewood 30 decimetres by 19 decimetres. Never before in the history of the Association has a railway official taken so much interest in the Association. The only approximation to such interest was seventeen years ago more or less when the Little-Miami Railroad and possibly some other railroad companies sent to the Association for several years a Mr. Semple to issue in behalf of the railways return tickets. interest was taken at the meetings of the American Institute of Instruction at the White Mountains in 1878 and 1879.

"The excellent editor of the Ohio Educational Monthly tells us that the programme of the annual meeting of the Ohio Association at Chautauqua 'is an excellent one,' and on the same page declares that the programme hasn't yet reached him. How is this, Brother Henkle? Have you become clairvoyant recently?"—Library and School, May, 1880.

In answer to this query, which looks very much like convicting us of clairvoyance or of untruthfulness, we reply that when on a visit to Warren, the Chairman of the Executive Committee, Mr. E. F. Moulton, showed us the program and promised to send it to us for publication in a very short time. It did not reach us until too late for the May issue. Is the explanation satisfactory?

——In the Educational Weekly for June 3, David Kirk of Jackson, Minn., Editor of the Mathematical Department, says, in an article on "Ratio and Proportion," "The English mathematicians generally regard the antecedent the dividend and the consequent the divisor, while the French regard the consequent as the dividend." We thought we had nearly a quarter of a century ago, exploded this blunder. See our articles on ratio, two published in the Indiana School Journal in 1856, and three in the Massachusetts Teacher in 1862, also our University Algebra, first published in 1857. Will Mr. Kirk tell us of any French author except Lacroix that divides consequent by antecedent to express a ratio? It is hard to tell who first started the blunder. We have traced it only to 1837, but Prof. Jas. B. Thomson, author of the mathematical works, stated in a private conversation with us some years ago that he thinks it was taught at Yale College earlier than that.

—When attending the meeting of the Northeastern-Ohio Teachers' Association at Youngstown, June 12th, Mr. McMillan showed us a telegram from Mr. Shattuc, stating that he had made arrangements to run a ladies' car from Columbus to Lakewood without change, starting at Columbus at about 10 A. M. July 5, and reaching Lakewood at 9:40 P. M. This will be a great convenience to the Columbus teachers. The first part of the way it will run on the track of the Columbus and Cleveland road, and the latter on the N. Y., P., and Ohio Railroad. We learn that Mr. Stevenson has engaged twenty rooms at Lakewood. If all the rooms at Lakewood in both the hotels and cottages be engaged we advise teachers to write to E. L. Alling, proprietor of the Palace Hotel at Fairpoint (Postoffice Chautauqua) who Mr. Findley stated at the meeting of the Northeastern-Ohio Teachers' Association, on June 12, had promised to entertain teachers at the same rates as the hotels at Lakewood. There will be room for all at the different hotels on the Lake.

^{——}Our readers should not forget Prof. Stern's School of Languages that begins at Wooster, July 5. (See Advertisement). We know Prof. Stern's skill as a teacher of German. His article on the Natural Method in this number will repay reading. Prof. Stern is now conducting a summer school at Catskill, which is attended by 46 students. The Catskill Recorder of June 11, gives their names.

——REUBEN McMILLAN, President of the Ohio Teachers' Association, is the oldest presiding officer the Association has ever had except Isaac Sams, who presided in 1851, at the age of 63. Mr. McMillan, although sixty years of age, has done more active work and travelled more to make the meeting at Chautauqua Lake a success than any previous president ever did for any previous meeting. We hope his exertions will result in a rousing meeting.

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EDUCATIONAL INTELLIGENCE.

- ——Ten young ladies graduated at Germantown, Ohio, May 14.
- Seven pupils graduated this year from the Madison High School.
- —THIRTY-SIX pupils graduated this year from the Akron High School.
- ——The graduates at Hamilton this year number nine, and at Eaton two.
- ——Don't fail to read Mr. Goodnough's advertisement of his Summer Art School.
- —The Pennsylvania State Teachers' Association will meet at York, July 27, 28, 29.
- ---Eight pupils of the Edon Grammar School will next year enter the High School.
- ——Seven pupils, 3 boys and 4 girls, graduated this year from the Coshocton High School.
- ——One boy graduated from the Lebanon (Ohio) High School at the last commencement.
- —Eleven pupils, 1 boy and 10 girls, graduated June 10, from the Warren High School.
- ---THREE girls graduated from the Bridgeport Public High School on the evening of May 28th.
- ——Eight pupils, 2 boys and 6 girls, graduated from the Public School of Garretsville, Ohio, in June.
- ——THE May enrolment in the Dayton Public Schools was 6,252, and average daily attendance, 4,372.1.
- ---Nor a single case of corporal punishment occurred in the Public Schools of Canal Dover last year.
- ——Five pupils, 1 boy and 4 girls, graduated from the High School of Kent, on the evening of June 9th.
- —A thirteen-year old girl got a one-year teachers' certificate in Holmes County about a month ago.
- ——A NEW college paper was started last month (June) at Hiram, Ohio. It is called the "Hiram-College Student."
- —Eight pupils, 3 boys and 5 girls, graduated from the Public High School of Marion on the evening of June 1st.

- —THREE girls graduated from the High School of Washington, Guernsey Co., Ohio, at the last commencement.
- ——Nine pupils, 1 boy and 8 girls, graduated from the Salem (Ohio) Public High School, on the evening of June 10th.
- ——FOURTEEN pupils, 9 boys and 5 girls, graduated from the Public High School of Lima, Ohio, Friday afternoon, June 11th.
- ——Seventeen pupils, 7 boys and 10 girls, graduated from the Public High School of Piqua, Ohio, on the evening of May 27th.
- —Nine pupils, 4 boys and 5 girls graduated from the Public High School of Millersburg, Ohio, on the evening of June 11th.
- ——Eleven pupils, 6 boys and 5 girls, graduated from the Public High School of Miamisburgh, Ohio, on the evening of May 20th.
- —WE have received the thirtieth annual catalogue of Hiram College. It is for the year ending June, 1880. Burke A. Hinsdale, President.
- ——Wz are indebted to the Hon. John Taylor, Territorial Superintendent of the District Schools of Utah, for his Biennial Report for 1878 and 1879.
- —We have received so many notices of gifts to teachers, schools, etc. that we shall be unable to record them. Such episodes are pleasant parts of school life.
- ——AT the evening meetings of the National Educational Association at Chautauqua, (Fairpoint), the Great Amphitheatre will be lighted by the electric light.
- ——The closing exercise of the new college at Rio Grande, Ohio, took place June 8, 9, 10. We believe there were no graduates. The college has completed its fourth year.
- ——The salary for next year in each of the primary and secondary schools of Warren is \$380, in the Intermediate, \$475, in B Grammar, \$570, and in the A Grammar, \$617.50.
- ——The second annual commencement of the Millersburgh Normal School took place on the afternoon of June 11. Robert J. Young, of Akron, was announced to deliver the class address.
- ——In one of the Salem schools last year, there was but one case of tardiness within the school year, and this occurred in the early part of the year. The school was taught by Hannah C. Stewart.
- We have received from Prof. Ed. S. Joynes, of the University of Tennessee, his address entitled "The Centennial Outlook in Education," delivered at the Nashville Teachers' Centennial, May 7, 1880.
- ——FIFTEEN pupils, 1 boy and 14 girls, graduated from the Public High School of Newark on the afternoon of June 10th. In the Latin course there was 1 boy and 6 girls, in the German 1 girl, and in the English 7 girls.
- ——The program announced last month for the meeting of the Warren-County Teachers' Association, at Lebanon, Ohio, May 25th, was carried out. Hampton Bennett was elected President, and W. W. Leonard, Secretary.

- ——We acknowledge the receipt from Wm. M. Bryant, of St. Louis, of an 18-page brochure, entitled "A Catalogue of Apparatus" belonging to the Madison School, and purchased from a fund arising from the annual picnics of the school.
- —WE have received from Davis, Bardeen & Co., of Syracuse, New York, two pamphlets, "High Schools by B. G. Northrop, Secretary of Connecticut Board of Education," (pages 26, price 25cts), and "The School Bulletin Year Book for 1880, Educational Directory of the State of New York, compiled by C. W. Bardeen, editor of the School Bulletin;" (price, \$1.00). It contains a map of New York.
- —The announcement of the Commencement Exercises at Kenyon College, Gambier, Ohio, June 24th, stated the distinguished graduates of the Institution, Pres. R. B. Hayes, the Honorables Stanley Matthews and David Davis, were to be present, and also Chief Justice Waite, late a trustee of the college. Gambier is the most beautiful village we have ever seen, and we doubt not more beautiful even than the classic groves of Academus.
- —On the 4th of May the Supreme Court of Ohio decided a rental case in favor of the Ohio University at Athens, which gives to the University about \$12,000 down, rent since 1876, and an additional sum of \$3.000 a year to the \$6,000 or \$7,000 now collected. It is refreshing to record a windfall for the University, as in previous cases in its history few, if any decisions, we believe, have added much to the funds of the struggling University.
- ——The Fayette-County Teachers' Association met at New Martinsburg. May 29th. Anna Bryson responded to L. C. Perdue's address of welcome. Ella Simkins's paper on "The New Course," was discussed by Messra. Jackson, J. P. Patterson, E. H. Mark, R. C. Miller, and Ellis, and Miss Von Buhlow. J. A. Dick's paper on "Our County and her Schools," was discussed by Messrs. Patterson, Miller, Mark, and Rev. H. L. Whitehead. F. M. Allen's paper on "Woman's Sphere" was discussed by Messrs. Mark, Ellis, and Perdue, and Mrs. Von Buhlow and Miss Anna Bryson. Adjourned to meet the first Saturday in September.
- —A New-Orleans teacher writes to us that the New-Orleans teachers, this year, have received but one month's pay, January, pay for October and December 1878, and November and December 1879] also remaining unpaid. He says: "God alone can tell when we shall get our dues. For the last five years I have labored faithfully for the people and the Louisianians do not seem to comprehend the necessity and great value of education. I have secured a position as travelling agent for a large publishing house in Paris. I leave New Orleans the first week in July, schools closing June 20, not to re-open perhaps before Oct. or Nov."
- —The Northeastern-Ohio Teachers' Association met in Youngstown, June 12. I. M. Clemens of Madison, read a paper entitled "Some Educational Fallacies," which was discussed by D. F. De Wolf. Frances J. Hosford of Cleveland, addressed the Association on "The Education of the Hand." Her remarks were discussed by A. H. Palmer, D. F. De Wolf, T. W. Harvey, Mr. Frank Aborn, and W. D. Henkle, S: Findley's

paper on "Self-Culture" was discussed by Walter Campbell, Editor of the Register and Tribune, W: D. Henkle, and Mattle McManime. The Association resolved to go to Chautauqua to attend the State Association. Adjourned to meet in Canton, Oct. 9. Among those present besides those already mentioned were C. E. Hitchcock, E. F. Moulton, F. H. Umholtz, H. M. James, T. H. Bulla, D. A. Wilson, H. J. Clark, Chas. P. Lynch, R. W. Dickson, O. M. Woodward, J. C. Barney, Fannie Foote, Jennie Landers, etc. It is needless to say that Sup't McMillan, with the Youngstown corps of teachers and other Youngstown citizens, were out in force. The ladies of the First Presbyterian Church covered themselves with glory in the preparation of a dinner which was tasteful in a figurative sense as well as in a literal sense.

PERSONAL.

- . J. R. Wood has been re-elected at South Lebanon.
- ---I. E. SWARTZ has been re-elected Principal of the Newark High School.
- ——The Hon. J. J. Burns delivered an educational address in Piqua May 26.
- ——Dr. J. Hancock, of Dayton, was to deliver the class address at Oxford, Ohio.
- ——Amos S. Snyder has been elected Principal of the Columbiana High School.
- ——Miss Blakelee, who has been Preceptress in the Poland Seminary, has resigned.
- —J. L. McDonald's salary at Wellsville has been increased from \$1125 to \$1200.
- —W. F. Hurrord has been re-elected Superintendent of the Public Schools of Ada,
- —R. L. MILLER has been re-elected Superintendent of the Public Schools of Carey.
- ——Samuel Findley has been re-elected Superintendent of the Public Schools of Akron.
- ——JOSEPH STOTLER and E. E. Miller will begin a Normal Institute at Summerfield, July 19.
- ——F. Kochendorfer has been re-elected teacher of German in the Newark Public Schools.
- —G. W. McGinnis has been re-elected Superintendent of the Columbiana Public Schools.
- —L. F. COLEMAN has been elected Superintendent of the Public Schools of Mason, Ohio.
- ——D. E. Niver has been re-elected Superintendent of the Public Schools of Nevada, Ohio.
- —Z. T. GILBERT has been re-elected Superintendent of the Public Schools of Mt. Blanchard.

- ---W. G. Fay has been re-elected Superintendent of the Public Schools of Dunkirk, Ohio.
- ——F. H. Umholtz has been re-elected Superintendent of the Public Schools of Lectonia, Ohio.
- —R. M. MITCHELL has been re-elected Superintendent of Public Schools of Mainville, Ohio.
- —J: P. PATTERSON will give instruction in the Fulton-County Teachers' Institute in October.
- —J. A. PITTSFORD has been re-elected Superintendent of the Public Schools of Forest for two years.
- ——P. J. CARMICHAEL has been re-elected Principal of the Springfield (Ohio) High School. Salary \$1200.
- ——ROBERT H. WHALLON has been elected Superintendent of the Public Schools of Glendale. Salary \$1100.
- ——REUBEN McMillan has been re-elected Superintendent of the Public Schools of Youngstown for two years.
- —J. W. LATIMER has been re-elected master of penmanship and drawing in the Newark Public Schools.
- ——G. A. Framers has been re-elected for two years Assistant Superintendent of the Columbus Public Schools.
- —J. W. Zeller has been re-elected Superintendent of the Public Schools of Findlay, at former salary, \$1200.
- ——R. N. Fearon, of Vermillion, has been elected Superintendent of the Public Schools of East Liverpool, Ohio.
- ——E. P. Dean has been re-elected Superintendent of the Public Schools of Kenton. He has already served four years.
- —J. C. Hartzlee has been re-elected Superintendent of the Public Schools of Newark, Ohio, at an increased salary.
- ——Dr. John Hancock has been re-elected Superintendent of the Public Schools of Dayton, Ohio. Dayton is wise.
- ——N. E. LOVELAND, of Fremont, has been elected Superintendent of the Public Schools of Port Clinton, Ohio. Salary \$800.
- —G. N. Carruthers has been re-elected Superintendent of the Public Schools of Salem, Ohio. This election was for two years.
- ——W. J. White has been re-elected Superintendent of the Public Schools of Springfield, Ohio, for two years. Salary \$1800.
- . W. F. L. Sanders of New Albany, Ind., is to conduct a six weeks' Normal at Nashville, Brown Co., Ind., beginning July 5th.
- —Jas. L. Lasley, Principal of the High School at Gallipolis, has purchased a half interest in the Columbus Business College.
- ——D. B. HAGAR was announced to sail in June for a trip to England and Scotland. We shall be sorry not to see him at Chautauqua.
- —L. D. Brown, of Hamilton, delivered the class address at Germantown. Superintendent J. M. Withrow of Eaton was one of the visitors.

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- ——J: C. Kinney has been re-elected for two years Superintendent of the Public Schools of Norwalk, Ohio, with an increase of \$100 in salary.
- ——C. J. Albert, of Dayton, has been elected Principal of the Germantown High School in place of B. B. Harlan, promoted to the Superintendency.
- ——G. C. Dasher, last year Superintendent of the Public Schools of Germantown, Ohio, declined a re-election in order to engage in other business.
- ——Hamilton Wallace has been unanimously re-elected Superintendent of the Public Schools of Canal Dover. Salary including rent, equivalent to \$1022.
- ——C. W. Bennett has been re-elected for three years Superintendent of Public Schools of Piqua, Ohio, at same salary, \$1,600. He has already served six years.
- ——Samuel Findley, Superintendent of the Akron Schools, delivered an address before the graduating class of the Medina High School on the evening of June 11.
- ——H. B. McClure has resigned the superintendency of the Public Schools of Glendale, Ohio, to practice law in Cincinnati. The Board offered to increase his salary if he would remain.
- —The Hon. J. M. Gregory has resigned his position as Regent of the Illinois Industrial University. He offered his resignation two years ago, but after urgent solicitation reluctantly withdrew it.
- —Orlin Phelps, our successor in 1859 as editor of the *Indiana School Journal*, is to be one of the instructors in the four-weeks' Normal Institute, to be held at Winfield, Kansas, beginning July 5th.
- ——The Hon. T: W. Bicknell sailed for Europe May 29. He expects to attend the Educational Conference in Belgium, and return in time to be at the National Educational Association at Chautauqua.
- —Miss L. D. Adair, Principal of the Eastern School building, Chillicothe, Ohio, completed the thirty-second year of her connection with the public schools April 21st. So says "Library and School."
- —T. J. Sanders and wife have been re-employed to teach the Public Schools of Edon, Ohio, the next year. On the occasion of an address delivered before the Edon Literary Society, May 20, by ex-Judge Bowersox, Nellie Starr in behalf of the Society presented to Mr. Sanders a complete set of the American Revised edition of Chambers's Encyclopædia.
- ——Mr. Williams who has been Principal of the High School of Galion, Ohio, has been elected Superintendent of the Public Schools of Cambridge, Ohio, in place of John McBurney who has had charge of the Schools for fourteen years. Mr. Williams's salary is to be \$1,000. The Guernsey-County Times says Mr. McBurney will remain in Cambridge and next Spring appeal to the people against the action of the Board.
- —Lucius Osgood died June 7th at the residence of his father-in-law, Isaac Dickson, at New Castle, Pa. He was for a long time Principal of the Fourth-Ward School of Pittsburgh. Being a member of the publish-

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ing firm of A. H. English & Co., he lost all his property in the failure of that house. About six months ago he resided in New-York City. A painful operation was performed on him some time ago, after which he seemed for a time to improve, but the delusive hopes were but temporary. He leaves a wife and one child. He was fifty-seven years of age:

——Dr. Alston Ellis has been unanimously elected Superintendent of the Public Schools of Sandusky, Ohio. U. T. Curran, who has been Superintendent of these schools for eight years declining to be a candidate for re-election. Mr. Ellis for a little more than a year has been engaged in work in behalf of Harper's Family Library. This work has not been congenial to him and he will doubtless feel more at home in the Superintendency work. His work in Butler County will always be remembered as an epoch in the educational history of that county, a complete revolution in Public School interest having taken place within the eight years he was Superintendent of the Public Schools of Hamilton. The salary at Sandusky has been increased by a unanimous vote, to \$2,000. A resolution complimentary to Mr. Curran was adopted without a dissenting vote.

BOOK NOTICES.

THE ELEMENTARY PRINCIPLES OF SCIENTIFIC AGRICULTURE. By N. T. Lupton, LL. D., Professor of Chemistry in Vanderbilt University, Nashville, Tennessee. New York: D. Appleton & Co., 1880. Pages 107.

This little volume is the outgrowth of a law in Tennessee, directing a volume to be prepared on the subject named above, for use in the Public Schools. It will, however, interest persons of other States. The work has ten chapters, besides appendix and list of questions. Soils, atmosphere, plants, fertilizers, rotation of crops and selections of live stock, are some of the topics discussed.

THE MANAGEMENT OF CHILDREN IN SICKNESS AND IN HEALTH. A Book for Mothers. By Annie M. Hale, M. D. Philadelphia: Presley Blakiston. 1880. 12mo. Pages 110.

The topics discussed in this neat little volume are "The Baby," "Food and Sleep," "How shall Children be dressed?," "Exercise, Air, Sunshine," "Infant Diet," "Indigestion," "Diseases of the Respiratory Organs," "Miscellaneous Diseases of Children," "Accidents," "Aphorisms," "Formulas."

KRÜBI'S EASY DRAWING LESSONS, for Kindergarten and Primary Schools.
D. Appleton & Co., New York, Boston, and Chicago. Series I., II., III.
C. B. Ruggles, Agent, Cleveland, Ohio.

Each packet of cards contains general directions for their use.

THE QUIVER OF SACRED SONGS, for use in Sunday Schools, Prayer Meetings, Gospel Meetings, etc. By Jno. R. Sweney and Wm. J. Kirkpatrick. "Hood's Notation" is introduced consisting of Improvements nor HERETOFORE PUBLISHED in the method of representing Musical Notes. Philadelphia: John J. Hood, 1018 Arch St. Price, board covers, 35 cents per copy, by mail; \$3.60 per dozen, by express. Pages, 128.

We do not know enough about music to make a proper estimate of the Notation. Teachers of music, will, doubtless, wish to see the new devices.

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-AND-

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JAPAN NOTES.

BY T. C. MENDENHALL.

TOK10, JAPAN, March 30, 1880.

Readers of the brief descriptions of the fire of December 26th, 1879, published in American newspapers, were doubtless struck with the statements made concerning the frequency of these disastrous conflagrations. It was only in 1876 that a considerable portion of this city was burnt, the destruction of property and of life being almost equal to that of the recent great fire; and only a few years before that date there had been another comparable with these in its magnitude. But these are great fires in which many thousand houses are destroyed. Fires of lesser magnitude are much more frequent, the destruction of a few hundred or a thousand houses being a common occurrence. To understand how such things can be, it is only necessary to consider two things: the material upon which the fire feeds, and the means that are resorted to in order to prevent its making a hearty meal.

As regards the first, it may be said that Japanese houses are almost invariably of wood, not more than one story or a story and a half in height, and put together in the very lightest and frailest possible manner. They are in general built very compactly together along the street, and anything better for carrying fire from point to point could hardly be contrived. In this city the roofs are generally covered with tiles; there often being a covering of small shingles, not so large as a man's hand, and over that a layer of mud, upon which the tiles are placed. It would seem that these tile roofs might offer some protection against the spread of the fire, but, as will be seen, their utility in this direction does not seem to be recognized by Japanese firemen. It ought to be said that, perhaps, for some purposes the construction of the ordinary Japanese house

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is the most suitable that could be devised. They are certainly less liable to injury from earthquakes, which are so frequent here, than those built after foreign models. In a tolerably-severe earthquake which occurred here a few weeks ago, many foreign-built houses in Yokohama, made of brick and stone, were seriously injured, while no particular damage was sustained by Japanese houses. Chimneys were thrown down, and walls cracked, and a good deal of mischief played generally in these brick and stone houses, which was doubtless due to their rigidity.

It is the universal conclusion of the seismological talent of Japan that there might be two kinds of houses in which it would be safe to be during an earthquake. One would be constructed like a wicker basket. strong and yet so flexible that it could not be thrown down; the other might be a steel box like a fire-proof safe, to which nothing particular could happen if it were overturned. The Japanese house much more nearly resembles the wicker basket in its construction than does its foreign competitor. I ought not to give our seismologists the entire credit of this wicker-basket steel box discovery; for the noble band of baggage smashers throughout the length and breadth of the railroad would have experimentally reached the same conclusion in regard to triumphs and unquestionably can, with reason, claim priority. Many years, yes, many centuries, of experience with destructive fires have led to the evolution of a so-called fire-proof house in Japan. It is composed principally of mud and plaster, and may be so finished and painted as to present a very neat appearance. It bears the somewhat doubtful name of "go down." Just why it is called a "go down" I'm sure I cannot tell, but I need not say that many explanations, wise and otherwise, have been suggested-among others, that it is called a "go down" because it "goes up" in every hot fire. But the "go down" deserves rather more credit for its behavior in such a trial than this would seem to imply. Although it affords no such protection as would be furnished by what is known as a fire-proof building in Europe or America, vet it is very often able to withstand the attack and come out of the conflict unharmed. It generally has few openings; it is not used to live in by its owner, but simply as a storehouse in which to deposit his valuables in case of danger. or in which the main portion of his stock of goods is kept stored. The few windows and one door are closed with heavy shutters, and when the fire begins in the vicinity all of these openings will be plastered up with mud, which is generally kept at hand suitably prepared for that purpose. If this operation is thoroughly performed it will survive the effects of a tolerably severe fire, although in the recent great fire very many of these "go-downs," with their contents, were burned.

Now as to fighting a fire when it comes; it is in this respect that a Japanese fire is a thing never to be forgotten when once seen; and I have even heard rumors of tourists around the world, "globe-trotters" as we call them, "lying over" one steamer in the hope of seeing one before their departure. One who is at all familiar with the history of this country is certainly astonished on arriving here to see the many and marked evidences of the great progress of this people during the past few years. He sees them in the very perfect and complete system of

telegraphs and light-houses; in the almost unrivalled postal department; in the mint; in the army and in the navy; in the system of public instruction; in the newspapers, numerous, ably conducted, and influential; in the streets, lighted with gas and guarded by as good-looking, well-dressed, intelligent, and efficient police as can be found in any city in the world; in the specimens of skill in some of the modern arts, as of printing and engraving; in the large and elegant establishment for the manufacture of paper money, for the Japanese can make as handsome paper money as any country in the world—and as much of it, for that matter. All of these things he sees and many more, but should he run to a fire he will suddenly seem to have dropped back a hundred years at least. There is in this city some sort of a paid fire department.

I have not been able to ascertain much concerning its organization, but I think it chiefly remarkable for the large number of men belonging to These men labor for hire aside from their connection with the fire department, not being paid by it for their whole time, but only receiving a certain amount, including, I believe, clothing, for their services in subduing fires. I have been told that many of them are carpenters, which is a point worth noticing. Although there is quite a network of telegraph wires over the city, there is no electric fire-alarm. Every now and then as you pass along the street you will see a couple of high poles standing close together, and connected by strips of wood passing from one to the other forming a ladder. This ladder reaches to some height above the tops of the surrounding houses, and near the top is hanging a bell from which the fire alarm is sounded. This bell is struck by a wooden hammer by a policeman, who climbs to the top of the ladder when a fire is discovered in the vicinity. Other bells in the neighborhood take up the alarm very soon, and in a few minutes all the bells in the region or district of the fire will be sounding. Three strokes in rapid succession indicate that the fire is very near; two, that it is not very near, and one that it does not seem to be threatening danger in the direction in which the bell is situated.

As before intimated these alarms are very frequent, and hardly a day passes during which one is not heard. If you feel inclined to run to a fire you may rush off and allow yourself to be guided by the constantlythickening crowd, or what is somewhat more comfortable and convenient. as well as more rapid in the end, you may jump into a jinrikisha and tell your man to pull you to the fire. If there is a strong wind blowing it is pretty sure to be an extensive fire. When you have arrived tolerably near its location a policeman will oblige you to leave your jinrikisha and take to your feet, for a line has been drawn beyond which these convenient vehicles may not go. You join a laughing and talking and shouting mass of men, women, and children, who are rushing pell-mell in the direction of the fire, and are carried along, sometimes in spite of yourself, but always by as good-natured, jolly a crowd as you could wish for. If the fire is likely to grow into one of considerable dimensions you may soon come to where the people are moving out of their houses and packing their goods for removal to some neighboring part of the city which is not threatened. It is not much of a trick to clear the furniture out of an

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ordinary Japanese house in this way, for you must remember that Japanese furniture includes neither tables, chairs, nor beds. Very soon you will hear a terrific noise of shouting and yelling behind you, and if you are wise you will flatten yourself against the wall of the nearest house and permit the origin of this sonorous disturbance to pass by. You find it to be a fire company which is on its way to the scene of the conflagration. There may be thirty or forty men dressed in the queerest fashion, with odd-looking hoods, very thick and heavy, drawn over their heads, with capes coming over their shoulders attached. There may be a ladder or two, and nearly every man will have a paper lantern in his hand, And there will be a sort of box, two or three feet high, with a couple of handles extended from it and carried by two men, which you might call a fire engine, did not your dictionary say that a fire engine was "a machine for forcing water to great height." If you happen to have at home that curious "History of Machines for Raising Water," written by Thomas Eubank, about forty years ago, you will find on the 319th page, a picture taken from a book published in 1615, representing a pump very much like this, which is on its way to the fire. About the only difference is that ours is double instead of single, as is that in the picture, and ours is carried on the shoulders of men instead of being pulled about on runners, as that of the picture evidently is. The water is poured from buckets into the box precisely as represented in the picture, and no flexible hose is attached.

At a fire a few months ago I had the pleasure of being run over by a more pretentious machine than this. It was moved about on wheels, and actually had some sections of hose attached to it. It had a very ancient appearance, however, and had unquestionably journeyed hither from foreign lands, evidently having been palmed off on the Japanese by some municipal corporation, possibly with a view of replacing it bya chemical engine, or something of that sort. Aside from the incident above referred to, I saw no evidence of its usefulness. In addition to the engine, you will see at the head of the procession of firemen a sort of banner or standard, which is rather extraordinary in its appearance. It is carried by the leader, on a pole five or six feet in length; it is painted white, with characters of various sorts upon it in black. The upper part. of it is wood, and to the lower part streamers of paper are attached When you arrive at the place where the fire is actually burning, you find everything in confusion, and you look about for some safe place from which you may watch the operations of the firemen. Policemen are about everywhere, and as the fire progresses, every now and then a raid will be made upon the crowd with a view of making them fall back to make room for the activity of those actually engaged in the conflict. A policeman will politely ask you to move on; at least he will say something to you which you suspect to contain that request; but if you have a good place from which to see the fire, and it is not too hot or too wet, you will discover that you are so ignorant of the language as not to know with absolute certainty what he is saying. You bow politely to him and he bows more politely to you (you will never go into a bowing match with a Japanese policeman a second time) and, after talking to you very

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patiently and very politely for a long time, he will give you up and leave you to take care of yourself. You thus enjoy unusual facilities and learn the great value of ignorance. You will soon become interested in watching the operations of the various firemen. The standard before mentioned is the rallying point for each company. It must be placed in the position of danger, and it really seems to an observer that the competition among the various companies is not to see which can do the most good in subduing the flames, but which can place and maintain for the longest time its standard in a position of recognized danger and risk. A couple of firemen will spring to the top of a house which has already commenced to burn. Upon it they will erect and support the standard of their company and about that building the company must rally. The pump or engine is set in operation as near by as possible and water is supplied by buckets from the nearest source—whatever that may be—and it is thrown through the efforts of a couple of men at the handles.

I do not doubt but some attempt is generally made to extinguish the fire in the building, but in many instances it has seemed to a bystander that the entire efforts of the firemen were directed to maintaining their standard and standard-bearers, up to the last moment, at the point which they have chosen. The engines are absurdly inefficient, water being thrown from them in a small stream and apparently not often to a distance exceeding twenty feet. The houses being low, however, enables this stream to reach the men on top, and I have more than once watched the operations of an engine which was entirely devoted to the task of keeping these men thoroughly soaked, so that they might endure the heat which was every moment growing more intense. To their credit it must be said that very often much real bravery is displayed by these men in the maintenance of their ensign, and they leave the burning deck only when this precious emblem has actually begun to burn from the intensity of the heat; and a scorched fire standard, like a bulletriddled battle flag, is a thing to be proud of. But in the meantime other work is being done with the evident intention of arresting the progress of the conflagration. That the supply of water which can be obtained by means of the miserable little pumps is totally inadequate seems to be recognized, and "tearing down" is generally resorted to. But in this they seem to be guided by no sort of principle or policy, and every man attacks whatever and whenever his fancy directs him. They always seem to be tearing down the wrong houses. As soon as a house is discovered to be on fire its destruction at the hands of the firemen begins and, strange to say, they almost invariably begin by pulling off the tile roofing. This would seem to be removing about the only protection the house has, but it has long been considered the proper thing to do here; in fact, it appears to be about the only recognized method of procedure, and it is often done when it is undoubtedly foolish and dangerous. I have seen a long row of buildings consumed by the flames, one after the other, when the progress of the fire might have been stopped at any point, for there was very little wind, by simply destroying and removing a building which had not yet been attacked

One can see many very amusing things at one of these fires provided

he does not concern himself with the misfortunes of the poor people who are thus turned out upon the street without house or goods. short bamboo pipe, which is attached to the pump and which is movable in certain directions, is constantly liable to throw its stream of water where it is not intended, and often with very ludicrous results. times it seems fortunate that it throws with such feeble power. terns carried by the men seem to be considered very necessary. I have more than once seen them carried into the fire where the light was so intense that fine print could be read a long way off, and used by the firemen as though they were absolutely in the dark. Looking for fire with a lantern seems ridiculous and it seems still worse to see a man trying to hold his lantern so as to show the men at the pump where to direct their stream; yet I have often seen this done and have once or twice observed that there was no candle in the lantern, but it was a great help nevertheless, in the opinion of the man who held it. Altogether, the supreme confusion which reigns everywhere, the entire lack of any control or management, and the total inefficiency of the feeble mechanical appliances used, combine to produce a spectacle which is astonishing to one accustomed to a well-drilled fire department with an efficient chief and engines that are transported by horses and run by steam. It will be easily understood that when the fire breaks out during a high wind it is from the very nature of things destined to be an extensive conflagration. It is almost absurd to talk of extinguishing it.

It is a fortunate thing for this city that it is considerably cut up by rivers and moats, and that there are numerous large open spaces beyond which the fire can not go. December 26, 1879, was remarkable on account of the high wind which prevailed during the entire day, the average velocity for the whole twenty-four hours being about twenty-five miles per hour. During the afternoon, while the fire was raging, it reached the maximum velocity for the year-about forty-seven miles per hour. I visited the scene of the conflagration after it had been raging for an hour or more. For more than a mile away from the fire I found the streets filled with piles of goods which had been removed from the houses in the burning district, and saw numerous shivering groups of men, women, and children who had gathered their effects together and were making preparations to spend the night in the street. The fire does its work very quickly, as the buildings are small, light, and easily consumed. high winds carried the sparks and pieces of burning wood to great distances. and fires were breaking out everywhere. I travelled for miles through the district already burned over, and finally reached the river. Even this had not been sufficient to arrest the fire's progress entirely, as it had been carried across and many buildings were in flames on the other side. I saw a number of poles, which for some purpose had been erected in the river at a considerable distance from the shore, on fire, having caught from a hurricane of sparks and cinders. Boats, junks and ships lying in the river were burning and had to be deserted by their crews. The rapidity of destruction is rivalled by that of reconstruction. Walking about through the burnt districts while the fire was still raging, I saw many men at work in the smoke, and by light of burning buildings, staking off lots and beginning the erection of buildings to take the place, at least temporarily of those consumed. One of the districts visited by the flames is called "Trukidji," and is the reservation in which foreigners not in government employ are not permitted to live. There reside all of the foreign missionaries and several of the missions suffered considerably from the destruction of buildings and property. The office of the Tokio Times was not destroyed as was reported in the American newspapers, but the residence of its accomplished editor, Mr. E. H. House, was. The residence of the American Minister, Hon. John A. Bingham, was seriously threatened and all of its furnishings were removed. The total destruction was not very different from that given in the newspapers in America; there were destroyed probably from eight thousand to ten thousand houses, and certainly as many as fifty thousand people were rendered homeless. Prompt relief was afforded, however, through government channels as well as through the liberal subscriptions of foreign residents.

Since this wholesale destruction of property there has been much discussion, both by the native and foreign press, of the efficacy or inefficacy of the fire department, as well as of the subject of fire insurance. Concerning the fire department many grave accusations have been made. It has been found impossible to improve it. Some years ago an American steam fire-engine was brought to this country and its value was tested and established, but for some mysterious reason an improved system was not adopted, and the old being permitted to continue. It can easily be demonstrated that the value of property destroyed here every year by fire is much more than equivalent to the expense of maintaining a first-class. well-equipped fire department. It is affirmed of the present system that it is full of corruption of the worst kind. It is boldly stated that the firemen-even under the present system-can and do protect buildings. but not until they have first made terms with the proprietors. is the risk from fire that no system of insurance has ever been organized. There are some foreign insurance companies operating in Yokohama, but they take no risk on Japanese houses. Even for houses situated, in Tokio-entirely separated from the Japanese buildings, and occupying open spaces which would seem to render them comparatively safe, the rate charged by these companies is three per cent per annum. The question of organizing a kind of government insurance company and establishing a kind of forced insurance on the part of the natives is now being agitated, but if the present fire department is permitted to continue its existence, and its corruption is anything like what it is affirmed to be the success of the experiment is doubtful. However, it must be remembered that these are the views entertained by outside barbarians. longer one stays in this country the more difficult does it seem to be to get at the actual condition of things. That a casual observer is likely to make many serious blunders goes without saying. As a new and amusing evidence of it, however, I wish to lay before you the following extract from a Japanese newspaper. The author, Mr. Asano, some months ago made a tour around the world. One of the enterprising newspapers here -in imitation of its Western co-laborers retained his services as a correspondent during his journey. In giving his impressions of America and Europe he made many interesting statements. Going to New York he fell among thieves and unquestionably was somewhat ill treated. He closed up his letter from America as follows: '"O! my countrymen! Do not be deceived! We are far superior in wisdom and morality to civilized people. The people of this country are not ashamed of the wrong deeds they commit. I feel very sorry for the Americans who believe in a false religion. Those who believe in it lose their liberty and spend the whole of one valuable day once every week in bed. If the people of Japan will take courage and increase their knowledge of science and literature they will progress and become the most esteemed people in the world; as far superior to all other people as Niagara Falls are to all other waterfalls.

I trust that I have not made as many blunders as has Mr. Asano in his consideration of American affairs, and I hope that the most serious error in this letter is its great length.

INDUSTRIAL EDUCATION.

BY PROF. W. S. GOODNOUGH.

To all who have made any study of the subject, who know what Europe has done and is doing for Industrial Education, and who have investigated the state and character of our industries, it is evident that simply as a matter of protection we cannot delay action in this matter much longer. noteworthy fact that those industries which place the greatest value, through skilled and artistic labor, on the smallest amount of raw material are the most valuable from an economic point of view; not only because the value of the raw material is increased perhaps many hundred fold, but because the cost of transportation, in proportion to value, is slight. The Frenchman has the advantage of us who sends over lace that could be put in one's hat, which is so costly as to take a cargo of wheat or mowing-machines to pay for it. Again the Frenchman or Englishman who takes a piece of clay worth five cents and turns it into a piece of pottery worth fifty dollars, is manifestly superior to our workman who can only make the same piece of clay worth one dollar. By an examination of the reports of the Bureau of Statistics it will be seen that we export principally, natural products and the cruder and more bulky kind of manufactures, such as mechanical appliances, labor-saving machines and the like. Our imports include, mainly, those articles which are costly in proportion to their bulk, and require high technical and artistic skill in their production.

A large manufacturer recently said "I want fifty hands to whom I will pay one hundred dollars a month each, and twice as many to whom I will pay seventy-five dollars each, a month, and I cannot obtain them. Plenty can be found to do the common kinds of work, but I cannot obtain a sufficient number of skilled workmen." The complaint is common. We have no system of apprenticeships, it is almost impossible for a boy to learn a trade; the trade-unions are against him, and trades are now divided into a multitude of distinct parts or branches. Again, our boys do not want to learn a trade; they prefer some occupation at which they can wear good clothes. Industrial occupations have never appeared dignified in their How many boys, if they could have their choice, would go into a machine shop, or any industrial establishment of any kind where they would have to wear overalls and jacket, in preference to entering a store to become even an errand boy or shipping clerk, possibly in the future a salesman, entry clerk, or book-keeper. Yet in the business world there is no demand so pressing as for good men to take the lead in enterprises that require some technical knowledge, men trained in the natural sciences, in mechanical operations, men who can draft a piece of machinery or wood work, or make a skilful design. Even without the vast number of art, technical, and trade schools which Europe has, see what our workmen, with no such aids, have accomplished. Already our fame is worldwide for the production of labor-saving machines and exercise of inventive skill. Where should we not stand if we made broad provisions for Industrial training? It seems as if no man of broad views, who has looked into the matter fairly, can question the fact that some provision should be immediately made for Industrial Education. What, however, is the most practical thing we can do at once under existing circumstances? As our schools are now constituted, will it do to establish school shops or trade schools, even in the larger cities, at public expense? Are the people ready for it? Will they bear the increased cost of education? How shall we modify our present course of study to provide for this? Shall we rest awhile on the Normal School and County Supervision question to agitate this new one? These and many more questions naturally arise and must be met. I am happy to state that

at the State University in Columbus, and under Prof. Robinson, a grand beginning has been made. A fine building has been erected which is well supplied with appliances for working in wood and metal. There are branches with carpenter and machinist's tools, forges, lathes, drills, etc. The students, in this department, are very enthusiastic in their work. Similar schools or departments have been established in many states. The Rensselaer Polytechnic Institute at Troy, N. Y., the Institute of Technology in Boston, and the Worcester Free Industrial School at Worcester, Mass., are old and well established institutions. However, a much more general Industrial Education is needed. I believe, for the present, we have got to depend largely on these technical schools, supported either as our University is supported, or by private funds. Something more might be done which would do much towards making it more general, if in one or more of the larger cities of the state, we might do as they have in Boston; that is by soliciting private funds establish a school shop as an experiment, and to educate public opinion. Another thing which is practicable and of the utmost importance, and which can be done at once in every city and town in the State if Superintendents will undertake it, is the introduction of Industrial Drawing. A broad system of Industrial drawing, like the Massachusetts system, will train the eye and hand; no one will ever be a good mechanic without these two elements; it will enable the workman to read and make working scale-drawings of the article to be constructed; to make his mistakes on paper instead of in the more costly material; he will have a practical knowledge of design and its principles, and be able to design anvthing in metal, wood, stone, printed or textile fabrics, and in any style of decoration. He can put upon paper any form that he sees or imagines. He will be able to draw the development of a hollow cylinder cut at any angle, as for a sheetiron elbow, or construct the curve of intersection of a cylinder with a sphere. The Industrial school was never heard of that did not make drawing a part of its course, or demand it as a condition of admission. It is as essential there as reading or writing in a general course. School shops for Industrial training should not teach trades, but general principles and processes underlying all mechanical operations. We should not aim to make carpenters and machinists in these school shops, but to teach our boys how to use the tools that carpenters and ma-

chinists use, and to use them skilfully. There are very many industries requiring skilled educated labor that the course in any school shop at present in America, would not reach at all. Among these are the pottery industries, for which we have great natural resources, woven and printed fabrics, as carpets, figured linen, woolen and cotton goods, lace, wall paper, etc., All of these industries depend almost entirely for their value on a knowledge of art and design. It will be seen that Industrial Drawing is the principal factor in a large number of Industries, and hardly one can be named that does not depend more or less on it. In our Public Schools it is almost the only subject at present that leads pupils to think of industrial pursuits. Here is something, then, that every city and town can do and at once, as the expense is very small. large cities a special teacher, or Superintendent of Drawing, of the broadest requirement, is needed. In smaller ones that cannot, for the present perhaps, afford this expense, a competent instructor could be engaged to plan the work, and come at the beginning and several times during the year to instruct the teachers and inspect what has been done. By this means the expense would be ridiculously small in comparison with the benefit derived. Care, however, should be taken in selecting a system of drawing and a person to direct it. All drawing is not Industrial drawing, neither are all systems, though they may be so entitled. There is more than one city and town in Ohio that is folding its arms in the most contented manner, fondly believing that it is safe; Industrial drawing is studied in its schools; When the fact is, the drawing it is pursuing is almost worthless and a waste of time, so far as laying a foundation for Industrial education is concerned.

Having come from a state that is most liberal in its provissions for Normal Schools, and having spent nearly five years in them as pupil and teacher, I feel Ohio's great need in this direction. I believe it would be folly to interrupt the agitation for Normal Schools and County Superintendents till those points are gained. The next step would be to place in these schools thoroughly-trained teachers of Industrial drawing and give them well-equipped drawing or art rooms. For nearly ten years, Massachusetts has had the best of drawing teachers in her Normal schools, with art rooms in all of them, splendidly equipped with casts, copies and appliances, and which are not equalled, and only approached by the high school in one

city of Ohio. In this way nearly ten thousand teachers have been instructed in addition to the vast influence the State Normal Art School has exerted. In Ohio as soon as possible, a law, similar to the Massachusetts law of 1870, should be passed making Industrial drawing one of the required subjects of study in all public schools, and requiring all teachers to be examined in drawing when appearing before an examining board for a certificate to teach. After these things are accomplished, something can be done towards a special provision for industrial education.

ENGLISH IN SCHOOLS.

Mr. Vaile's sprightly and well-written article reached me at a time when I am much too busy to give it an adequate answer. A few notes, made in very rough and rapid fashion, must, therefore, at present, serve instead of that complete discussion which the subject demands.

I am sorry if I wrote with such a lack of clearness as to cause Mr. Vaile to quite misread my purpose in writing at all. I certainly did not intend to underestimate, and re-reading my article, I do not think I did underestimate all that is rare and valuable in the study of literature. If one but understand what he is doing, the finer and freer the spirit in which he approaches any beautiful piece of literary workmanship the better. But suppose, for lack of adequate training, one does not understand what he is doing? In that case is a little exact instruction in the best and most select usage of his mother tongue so undesirable a thing that it must be stigmatized as pedantry? There may be persons who possess the delicate gift of insight in such large measure that they can understand an author without first understanding his language. but the number of persons possessing such remarkable gifts is always small. I still think, therefore, that literature may be made the subject of severe and noble study, that is, I hasten to add, if one is to know much about it.

Mr. James T. Fields, the genial author of several pleasant American books, writes me that he buys and reads with new instruction and pleasure every great edition of Milton that is

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published. I have not observed that this has put any cloudy or schoolmasterly stuff into his brain, or that, on this account, he has ceased to hunger for the greater things of literature. This, Mr. Vaile will say, is an unfair example, as he thought my reference to Prof. Child and Prof. Corson unfair. In my former article, at least, I was not writing especially of high schools, but of the study of Shakespere. Neither had Mr. Hudson high schools constantly in mind, for he frequently speaks of his own practice, and he happens to occupy a chair in Boston University.

But it is now time that I should define, as closely as the limits of a slight essay will permit, my views on the whole subject of English in Schools. In the first place, I have to observe that the task of teaching English is always a delicate one. No matter when the work begins, the real teacher of this subject must be in the adequate sense a master of books. must know good English when he sees it, and he must have the highest love and appreciation of both. The work should be begun with a few beautiful modern books. In order to fit these books for schools they should always be edited by persons of a high and delicate literary sense, who know exactly what to say and what to leave unsaid. Undoubtedly such books require delicate handling. The first work of the teacher will be to bring his pupils to love and relish right thinking and beautiful workmanship, whether they can give a reason for their love or not. How to induce such a relish is a very noble ques. tion, but it will afford little difficulty to one who really values books, and who with Chaucer, can-Gladly . . learn and gladly teach. Should any technical work accompany such instructions? Not much, certainly. I should not object to so much grammar as is to be found in Mr. Whitney's excellent manual, but pupils can be taught to recognize a fine English idiom or a good English word without parsing it.*

I should be more than satisfied with a course in which children gained a love of books and a knowledge of good English words.

But if it is a delightful thing to know modern English, and

^{*}Idioms indeed, they should not attempt to parse, but until further study, should be taught to accept on "the authority of the elders," that is the great masters of the English speech.

to be able to use it with vigor and grace, it is at least a satisfactory thing to be able to account for one's practice. Now one can only do this by going to the earlier forms of the language, and this brings us again to the subject of historical English.

The historical study of the English tongue in the larger and more adequate sense, is, of course, not to be thought of in public schools, but in such schools it can, at least, be studied on the historical plan and with much profit. The difficulty is not as Mr. Vaile thinks, that there is not time for it, the difficulty is in fact a lack of skilled instructors. At this point I am glad to place in opposition to the hasty words of Mr. Vaile, the mature judgment of Mr. W. M. Skeat, who is beginning to be spoken of as facile princeps of English Scholars. "The difficulty of old English," says Mr. Skeat has been much exaggerated. Though it may take years to become a sound scholar, a very fair knowledge of it may be picked up in a few weeks, and is of great utility; for more grammar may thus be learned in a short time than by reading any amount of gramatical treatises that ignore the older forms of the language." Mr. Hudson thinks that for such work, second-rate or inferior books should be used. The suggestion is plausible, but I am inclined to think that one can never study a language to so good purpose as when it comes from the great and flexible hand of a master. It is true that the highest workmanship will not bear tampering with, but pointing out the fine or felicitous use of a word, or giving an exact explanation of one historical idiom is not pedantry, and will not mar the workmanship even of Shakspere. In the class-room but a few minutes daily need be given to this kind of work, and the remainder of the time may be reserved for reading and enjoying the poet in that larger and greater sense in which those only can enjoy him who have first been taught to understand him. While thus engaged, the true teacher will not be much disturbed by the words of those who are forever trying to see the Vision Beautiful before they have done that homely work which alone qualifies them to see it. E. S. Cox.

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EDITORIAL DEPARTMENT.

-THE meeting of the Ohio Teachers' Association at Chautauqua Lake. July 7, 8, and 9, was a grand success. About 520 persons paid \$1 each for membership tickets, and some suppose that the attendance was really from seven to eight hundred. The hotels at Lakewood were crowded to their utmost capacity, making it impossible for them to render prompt service to their guests with the ordinary force of waiters. A part of the teachers made their headquarters at Bemus Point and Fairpoint, six and thirteen miles from Lakewood. It was no special inconvenience to them, as the meetings on July 8 and 9 were held at Fairpoint, the excursion boat from Lakewood to Fairpoint on these days touching at Bemus Point for the teachers at that place. After the adjournment of the State Association. the teachers who remained at Lakewood, especially at the Lake-View House, had an opportunity of learning what excellent service the hotel could render, when not crowded with guests. Some teachers remained at the Lake-View House during the following week attending the meetings of the National Association at Fairpoint, excellent boat arrangements having been made, the night boat leaving Fairpoint at 10 o'clock. The papers read at the Association were fully up to the average. pect to publish all of them with the proceedings in our next issue. ing the meeting, all in all, it may be said to have been the most remarkable one ever held by Ohio Teachers. Never before, perhaps, has a State Association of teachers held a meeting in another State, and that State not even adjacent. The success of the meeting was mainly due to the untiring zeal of the President (Reuben McMillan), of the executive committee, W. B. Shattuc, and the Chautauqua Lake Navigation Company, and the reduction of rates at the Hotels.

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⁻In our last issue we said we had traced to 1837 the blunder of calling the division of consequent by antecedent to express the ratio of the latter to former "French method," but remarked that Prof. Jas. B. Thomson had stated to us in a private conversation some years ago that he thought that this blunder had been taught at Yale College earlier than that. language conveys an impression that we did not intend. Our recollection is that Prof. Thompson said he thought the term French method was used in Dr. F. A. P. Barnard's Arithmetic published when Mr. Barnard was a tutor in Yale College. We subsequently wrote to Dr. Barnard on the subject but he had no copy of his work and had forgotten all about the matter. It was the connection of Mr. Barnard with the college that led us to say "taught at [not by] Yale College." When, however, we take into consideration the fact that while Professor Thomson was a student at Yale College Day's Mathematics were the leading mathematical text-books used in the college and for years after, it would hardly be doing the college justice to charge it with teaching a blunder which is not found in

Day's Mathematics. Prof. Barnard's Arithmetic can hardly be said to have had more than an incidental connection with the college. We are indebted to Prof. Thomson for an interesting letter in which he says. "Dr. Barnard in his Arithmetic, 1830, says, 'The English Mathematicians have usually made the antecedent the numerator and the consequent the denominator, while the French have employed the consequent as the numerator." This takes the blunder back to 1830. He also says, "Miss Beecher in her Arithmetic, 1832, says, 'The French place the antecedent as the denominator and the consequent as the numerator." Thomson says, "Colburn in his Sequel, 1822, and Dr. Adams in his new Arithmetic, 1827, both give the new method." Our recollection is that they give the method but do not make the blunder of calling it "French method." Ray's Arithmetic, 1837, uses the term "French method," and so does Greenleaf's Higher Arithmetic first published, Prof. Thomson thinks about the same time. Prof. Thomson says, "Soon after graduating I became acquainted with Prof. Farrar's translation of Lacroix's Arithmetic published in 1818, and Algebra 1830, for the use of students of Harvard University. Also with Prof. Ross's translation of Bourdon's Algebra (1831) adopted for students at West Point and revised by Prof. Davies 1874, in which the new method is given." We believe the method originated in Lacroix's Arithmetic, first published, if we remember correctly, about 1795, but so far as we know it has been followed by no other French author. It now seems that Dr. F. A. P. Barnard, and not Dr. Ray, is responsible for first calling the consequent-antecedent method of expressing ratio "the French method," and Lacroix is responsible for introducing the method, which is so unphilosophical that none of his countrymen, so far as we know, have adopted it. It has been adopted by two or three English authors, and a goodly number of American ones, only a few of whom, however, have committed the blunder of calling it the French method. Dr. Frederick Augustus Porter Barnard graduated at Yale College in 1828, and became a tutor there in 1830. So says Drake's Dictionary of American Biography. This fact is our warrant for saying "taught at Yale College." We see nothing in Ross's translation of Bourdon's Algebra, 1831, which lies before us, to warrant us in concluding definitely that he intended to change Bourdon's method of expressing ratio, that is by dividing antecedent by consequent. By ratio in a geometrical progression we mean the constant multiplier or the ratio of each term to the preceding, and not of each term to the succeeding. So far as we know French authors use the word raison (rate) in this case, and not rapport (ratio). This is an answer to Davies's labored argument in his Logic of Mathematics in favor of the Lacroix method or consequentantecedent method.

Prof. Thomson concludes his kind letter to us with the sentence "You did a good work in correcting the prevalent mistake, and richly deserve the thanks of the fmiends of Education."

[—]Many teachers in the United States have been encouraged in their apparently-fruitless toil by that exquisite little poem by W. H. Venable

entitled "The Teacher's Dream." It was our good fortune twenty-one years ago to have Mr. Venable as a pupil and afterwards to be associated with him as a teacher. It is needless to say that we love him, and hence take pride in all his successes. We learn that the poem above alluded to is to be brought out by Geo. P. Putnam's Sons in fine illustrated style as a gift book. The illustrations are to be made by H. F. Farny of Cincinnati. If the artist shall do his work well the book cannot fail to take the first rank among pedagogical gift books. It will retail for \$2 or \$2.50. We advise every fellow who is in love with a schoolma'am to get ready to present the volume to her as a Christmas present, and all schools on the lookout for excellent testimonials for their teachers to purchase it, and finally, for all teachers who fail to get copies in the ways just named to buy the book for themselves rather than do without it.

-WE trust that Ohio teachers who take pride in having a State educational organ will do their best in the summer institutes to extend the circulation of the Ohio Educational Monthly. Its influence in the past has put more dollars into teachers' pockets than it ever took out of Boards of Education are often aroused by each other, and hence when an advance movement is made in one quarter the spread of the news to other quarters by an educational organ has its effect. The Monthly also claims some credit for the growing practice of electing teachers for a longer time than one year, and its editor for writing the clause in the school law under which the practice is sanctioned. There are many good school periodicals, and we rejoice to see that many teachers subscribe for more than one, but we cannot help thinking that when a teacher subscribes for one school periodical only it ought to be his own State organ, and when he subscribes for more than one it ought to be one of them. There is no other educational periodical in the United States that can successfully compete with the Monthly in the department of Ohio educational intelligence and personals, whatever may be said of the other departments. Our contributed articles we think will compare favorably with those of the best educational papers in the country. We make no claim as to editorials because we feel that we do not do ourself justice in consequence of the fact that our time is too much taken up with our intelligence and personal departments to leave much for the careful preparation of editorials. If more of our readers would send us personals and educational news by letter or postal card or in marked newspapers it would save us much time. We hope in all institutes proper committees will be appointed to solicit for both the Monthly and Educational Notes and Queries, which are complements of each other as to scope. Soliciting committees are often injudiciously chosen, persons being put on them who have no skill as solicitors, and the result is that little or nothing is accomplished. A good plan is to devote about twenty minutes of the institute to urging the propriety of teachers of taking educational periodicals, then calling the roll to see how many are taking such periodicals, and how many want to continue, and how many want to begin the good practice. Care should be taken to impress upon teachers that a cheap

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educational periodical of another State cannot take the place of their own State periodical, although if desirable it might be added to it. Now let us see whether the officers and instructors and teachers in our Ohio Institutes this summer cannot do more for the *Monthly* than ever before. It needs your cordial support. Shall it have it?

——Or the twenty-one life-memberships pledged at Chautauqua eleven were from Ohio, eight from other States, and one from Switzerland. One came from a resident of New York but a native of Ohio, who wanted to be considered as from Ohio. The list is as follows:—R. W. Stevenson and the Hon. J. J. Burns of Columbus, L. D. Brown of Hamilton, Dr. J. B. Peaslee of Cincinnati, J. A. Robert and Esther Widner of Dayton, S. Findley and Lewis Miller of Akron, Mrs. Rebecca D. Rickoff of Cleveland, Mrs. Reuben McMillan of Youngstown, C. C. Davidson of New Lisbon, and Miss E. M. Coe of New York-Ohio. Mr. Miller is President of the Chautauqua Assembly Association and a member of the Akron Board of Education, and Miss Coe is editor of the American Kindergarten Magazine.

——THE meeting of the National Educational Association at Chautauqua last month was a great success. The annual membership fees amounted to more than at any meeting since that at Minneapolis in 1875, and twenty-one life-memberships were pledged, which is one more than the new life-memberships pledged at Baltimore, the largest ever pledged at any previous meeting. There is great hope that the deficiency next year at the beginning of the meeting will not be more than \$250 instead of the \$500 deficiency at the opening of the Chautauqua meeting. character of the papers read at Chautauqua was fully up to the average if not beyond it. The volume of proceedings will be an excellent one, even if it should not be so large as some of the preceding ones. now ready to receive names of new members for 1880. sending us \$2 before the list of names of members shall be reached in the printing of the volume will be enrolled as members, their names printed in the volume, and a copy of the volume sent to each by mail postage prepaid. Last year we received in this way fifty-six names of persons who were not present at the Philadelphia meeting, besides the names of a few others received too late to print in the volume. Of the fifty-six sending in their names in time, twenty-four were from Ohio, and of those whose names were sent in too late for printing, three were from Ohio. Although nearly half of the membership of the National Educational Association at Chautauqua was from Ohio, we yet hope to add more supplementary names than we did last year from the same State. and a much larger number from the country at large. The proceedings should be in the hands of every ambitious teacher, as representing the ripest educational thought of the country. Send in your names immediately so the matter will not be forgotten.

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—The National Educational Association at Chautauqua did two wise things, one was the election of the Hon. J. H. Smart of Indiana, as President of the General Association, and the Hon. T: W. Bicknell of Massachusetts, as President of the Council of Education. Mr. Smart, before the next meeting of the Association will have retired, with great honor, from his third term of service as the chief educational officer in Indiana, and will thus have ample time to put his energies to work to make arrangements for the meeting of 1881. Mr. Bicknell is the father of the Council of Education, and it is fitting that he should direct at least its first year's work. His services as President of the General Association will doubtless soon be called for, his ability as an executive officer having been exhibited in gathering, in 1878, at the White Mountains, the largest educational meeting as yet held in America, and possibly in the world.

——The following from the Springfield (Ohio) Republic will be endorsed by teachers as sound sense. It appeared in June last:—"There is a general increase in the salaries of teachers in the East. The educators are beginning to see that niggardly payment of teachers will soon reduce the quality. If you pay your teachers like boot-blacks you will soon have boot-blacks for teachers. A man of brains and aptitude in his profession should be paid for it, or he will find employment elsewhere."

——Or the papers read at the Ohio Teachers' Association at Chautauqua the two which stirred our emotional nature were the Inaugural Address of Reuben McMillan and the closing portion of the paper by John B. Peaslee. The closing gems of literature given by Mr. Peaslee were fitly chosen and exceedingly well rendered. He is fast making a place for himself in the history of educational effort in a definite direction.

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⁻ONE of the most important acts of the National Educational Association at Chautauqua was the organization of a National Council of Education. The preliminary steps were taken last February at the meeting of the Department of Superintendence at Washington, a paper having been presented by the Hon. T: W. Bicknell. After a discussion of the subject at that meeting a committee consisting of T: W. Bicknell, J. H. Smart, H. S. Tarbell, D. B. Hagar, J. P. Wickersham, M. A. Newell, H: E. Shepherd, Aaron Gove, J. Ormond Wilson, I. N. Carleton, and G. J. Orr was appointed to report a plan of organization to the Board of Directors of the National Educational Association at Chantaugua. report was made and the Board of Directors presented it to the General Association. It was adopted unanimously. Subsequently in accordance with the report the Council was organized and members chosen in the various ways directed in the report, and a constitution adopted. The report and constitution will be printed at length in the volume of proceedings. No State is allowed to have more than eight members, and no person can be a member of the National Council of Education who is not a member of the National Educational Association, and the membership

is restricted to fifty-one. The duration of membership is limited, so that next year there will be six to be elected and the following year eleven The following are the fifty-one members of the Council for 1880-1:

John Eaton, Washington, D. C., J. O. Wilson, C. C. Rounds, Farmington, Maine, T: W. Bicknell, Boston, Mass., J: W. Dickinson, D. B. Hagar, Salem, Ellen Hyde, Framingham, A. P. Marble, Worcester, C: O. Thompson, J: D. Philbrick, Danvers, W: A. Mowry, Providence, R. I., S. S. Greene. Henry Barnard, Hartford, Conn., D. N. Camp, New Britain, B. G. Northrop, Clinton, Conn., Anna E. Brackett, New York, N. Y., E. C. Hewett, Normal, Norman A. Calkins, James McCosh, Princeton, N. J., J. P. Wickersham, Harrisburgh, Pa., F. A. March, Easton, Pa., Edward Brooks, Millersville, Pa., D. C. Gilman, Baltimore, Md., H: E. Shepherd, · · · " M. A. Newell, W: H. Ruffner, Richmond, Va., Hugh S. Thompson, Columbia, S. C.,

G. J. Orr, Atlanta, Ga., Edward S. Joynes, Knoxville, Tenn., Israel W. Andrews, Marietta, Ohio. A. J. Rickoff, Cleveland, Ohio, John Hancock, Dayton, E. T. Tappan, Gambier. J: B. Peaslee, Cincinnati, W: D. Henkle, Salem, Edward Olney, Ann Arbor, Mich., J. H. Smart, Indianapolis, Ind., H. S. Tarbell, E. E. White, Lafayette, Lemuel Moss, Bloomington, " Newton Bateman, Galesburgh, Ill., J. M. Gregory, Urbana, Ill., A. L. Chapin, Beloit, Wis., W: F. Phelps, Winona, Minn., W. W. Folwell, Minneapolis, Minn. J. L. Pickard, Iowa City, Io., W: T. Harris, St. Louis, Mo., Louis Soldan, " Grace C. Bibb, Columbia, " S. R. Thompson, Lincoln, Neb., Aaron Gove, Denver, Colo.

Of these 51 persons 30 were present at Chautauqua, and of the 21 absent 7 are life members, leaving 14 to send their membership dues. If any should neglect to do this their prospective places on the National Council will be declared vacant. One of these has already at this writing sent in his membership fee. It may be inquired what is the purpose of this Council? Every one knows how easy it is to slip in resolutions and have them passed by Associations, although such resolutions may not at all express the sentiment of the Association. In some cases only two or three vote and there is a reluctance in starting a debate. The object of the National Council is to formulate results reached in educational discussion, and everything endorsed by the Council is intended to be a deliberate act passed as a result of mature consideration. We suggest that hereafter all resolutions except of a business character presented before the General Association be referred to the Council, where if they are worthy they will receive proper attention. We trust that the formulations of the council shall be so carefully done that they will always receive the cordial endorsement of the wisest educators of the country.

— We can supply proceedings of the National Teachers' Association for the years 1859, 1863 and 1865, at 50cts each. Of those for 1859, but 2 copies are for sale, and of those for 1865, but 4. Of the National Educational Association volumes, we can supply copies of the proceedings of all the years since 1872 inclusive, those of 1872, at \$1.75 each, of 1873, 1874, 1875, \$1.50 each, of 1876, 1877, 1879, (no meeting in 1878) \$2.00 each, sent by mail prepaid. But few copies of the years 1872 and 1875 remain-Send in your orders early.

—The amount of enjoyment had at the Chautauqua Educational meetings, last month, cannot well be overstated. Whole families were represented at them. We never saw so many teachers' wives, sons and daughters at any previous State or national educational meeting. The young people were overflowing with joy, rowing, steamboat riding and Terpsichorean measures being a source of continual pleasure. The year 1880 will long be considered as memorable in the history of both the Ohio Teachers' Association and the National Educational Association.

-The value of biography as an incentive to action, cannot be well overestimated. We have for some time been severely thinking of publishing, in the Monthly, brief biographical sketches of prominent Ohio teachers, living and dead. What a glorious roll there would be. Among these prominent teachers may be mentioned Alex. Kinmont, J. L. Talbott, Milo G. Williams, A. D. Lord, M. F. Cowdery, Lorin Andrews, Joseph Ray, Horace Mann, W: N. Edwards, M. D. Leggett, Andrew Freese, etc. etc., and many others of later generations who are now engaged in making materials for excellent biographies. In view of these facts we are glad to call attention to a little square 16mo book just issued in Cincinnati, by Peter G. Thompson, entitled "A Sketch of the Life and Professional Services of Isaac Sams," for fifty years a distinguished teacher. Henry S. Doggett. With some reminiscences by an "Old Boy." The "Old Boy" is the Hon. W. Steel, formerly a pupil of Mr. Sams. Mr. Sams died in Hillsboro, Dec. 1st, 1878. He was born in Bath, England. Nov. 12th, 1788. He was a remarkable man. We have been greatly interested in the sketch of his life and advise every teacher to send \$1 to Mr. Thompson for a copy and add it to his library of educational biography. Such books pay for the reading by their influence upon the teacher's character.

[—]The Democratic party of Ohio did a wise thing in nominating the Hon. J. J. Burns as a candidate for re-election to the position which he has filled so faithfully and honorably. Mr. Burns has made many warm friends in the State and we should not be at all surprised to find him run ahead of his ticket. His official career has been such that he has compelled the respect of his political opponents.

----WE acknowledge the receipt of the two premium essays by J: W. Dickinson, and Horace H. Morgan, published by the New-England Publishing Co., the July "Educationist," published and edited at Topeka, Kansas, by our old friend the Hon. G: W. Hoss; Phonetic Word Painting, by C: C. Chase of Washington, Alameda Co., Cal.; A Plea for Vocal Music in the Public School, by W. L. Smith; Alumni Visitor of the Ohio Wesleyan University, 1880, pages 75, containing thirteen articles besides the editorial preface; Songs of Marietta, 55 pages; "Physics and Politics," by Walter Bagehot, being No. 3 of vol. 1 of the Humboldt Library, published by J. Fitzgerald & Co., 294 Broadway, New York, N. Y.; catalogues of Fostoria Academy, Caldwell Normal School, Ohio Wesleyan University, Northwestern-Ohio School at Ada, Rules, etc. of Columbiana Public Schools (G: W. McGinnis, Sup't.) and Barnard's American Journal of Education, International Series, 1880. July 15, vol. V.: American Kindergarten Magazine, Edited by Emily M. Coe, Room 70, Bible House, New York, N. Y., eight different numbers. A Reformed System of Spelling, by I. N. Eno, and The Best System of Schools, for a State, by Jas. H. Smart.

EDUCATIONAL INTELLIGENCE.

- ——THIRTY-FOUR pupils graduated from the Zanesville High School in June.
- —The Institute term of the Normal School at Milan, will open Aug. 2d.
- ——All the teachers of the Columbus Schools have been re-employed at the same salary.
- —FORTY-ONE young ladies graduated from the Cleveland Normal School, June 23d.
- ——TEN pupils, 4 boys and 6 girls, graduated from the Painesville High School June 24th.
- ——Four pupils, 2 boys and 2 girls, graduated from the Wauseon High School, June 10th.
- —Work on the new school building for the Central District in Chillicothe, has begun.
- ——All the teachers of the Fostoria Academy have been re-employed at advanced salaries.
- ——Six girls graduated from the High School of Sioux City, Iowa, on the evening of June 18th.
- ——One hundred pupils, 33 boys and 67 girls, graduated, in June, from the Cleveland High School.
- —Eleven girls graduated from the High School of Yankton, Dakota, on the afternoon of June 22d.
- ——NINE pupils, 3 boys and 6 girls, constituted the last graduating class of the Gallipolis High School.
- —Thirty-six pupils, 8 boys and 28 girls, graduated from the Akron High School, Friday, June 25th.

- ——Thirty-eight pupils, 12 boys and 26 girls, graduated from the Toledo High School, June 25th.
- ——Twenty-eight pupils constituted the graduating class of the Spring-field (Ohio) High School this year.
- —Four pupils, 1 boy and 3 girls, graduated from the Defiance High School, on the evening of June 22d.
- ——NINE pupils, 1 boy and 8 girls, graduated from the Hamilton High School, on the evening of June 18th.
- —Eight pupils, 4 boys and 4 girls, graduated from the High School of Logan, on the evening of June 7th.
- —Nineteen pupils, 7 boys and 12 girls, graduated from the Pomeroy High School, on the evening of June 21st.
- —ELEVEN pupils, 3 boys and 8 girls, graduated from the High School of Norwalk, on the evening of June 23rd.
- ——Seven pupils, 3 boys and 4 girls, graduated, in June, from the High School of Bellaire. This is the third class.
- ——Five pupils, 2 boys and 3 girls, graduated from the Greenfield High School, on the evening of June 11th.
- —Twenty-eight pupils, nearly all girls, graduated from the Dayton High School, on the evening of June 15th.
- ——Six pupils, 2 boys and 4 girls, graduated from the High School of Martin's Ferry, on the evening of June 11th.
- ——THIRTEEN pupils, 6 boys and 7 girls, graduated from the Wilmington High School on the evening of June 17th.
- —The custom of announcing or giving honors to graduates of the Hamilton High School, has been discontinued.
- ——FOURTEEN pupils, 9 boys and 5 girls, graduated from the High School of Lima, on the afternoon of June 11th.
- ——Eighteen pupils, 2 boys and 16 girls, graduated from the High School of Portsmouth, on the evening of June 24th.
- ——Twelve pupils, 9 girls and 3 boys, graduated from the High School of London, Ohio, on the evening of the 8th of June.
- ——Four pupils, 1 boy and 3 girls, graduated from the Public High School of West Liberty, on the evening of June 10th.
- ——THE Alumnal Society of the Newark (Ohio) High School, now numbers 195. This year it received 16 new members.
- ——THIRTEEN pupils, 2 boys and 10 girls and a Frank, graduated from the Fremont High School, on the evening of June 24th.
- ——Eight pupils, 3 boys and 5 girls, graduated from the Public High School of Cuyahoga Falls, June 25th. This is the first class.
- ——The salaries of all the teachers in Bellefontaine receiving less than 40 dollars a month last year, have been increased \$2 a month.
- —The Harvard class (college proper) of 1880, numbered 162, 5 of whom were from Ohio, 3 from Cincinnati and 2 from Cleveland.

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- ——Three pupils, 1 boy and 2 girls, graduated from the Public High School of Lectonia, on the evening of June 17th. This is the first class.
- —The publication of the Library Journal has been suspended. It has been merged into the *Publishers' Weekly*. It reached No. 6. of vol. V.
- — Two hundred and three girls graduated from the Girls' High School of San Francisco at the last commencement. The valedictorian was a colored girl.
- ——Six pupils, 1 boy and 5 girls, graduated from the High School at Creston, Iowa, on the evening of June 25th. This is the third graduating class.
- —The enrolment in the High School of London, Ohio, for the past year, was 82. This includes no pupils properly belonging to the grammar department.
- —NINETEEN pupils, 6 boys (three in Latin Course) and 13 girls (9 in Latin Course) graduated from the High School of Ravenna, on the evening of June 10th.
- ——Seventy-two pupils, 16 boys and 56 girls, graduated from the Columbus High School on June 24th. The thirty classes number 624 graduates, 182 boys and 442 girls.
- —The exercise of the fourth anniversary of Rio Grande College, took place on the evening of June 9th. The motto on the program was "Venalis Excellentia Labore non Gemmis."
- —Twenty-seven pupils, 6 boys and 21 girls, graduated from the Massillon High School, on the evenings of June 24th and 25th. The class was the largest ever graduated from the school.
- ——Six pupils, all girls, graduated from the Oxford High School, on the evening of June 11th. There were 3 boys and 8 girls of the class that had not completed the course of Study. Why?
- ——The Teachers' Advocate, of Mercer, Pa., re-published in its July number the article in our July number on "The Natural Method," by Menco Stern, but forgot to credit this periodical with it.
- ——FIFTEEN pupils, 3 boys and 12 girls, graduated from the Chillicothe Public High School on the evening of June 10th. W. C. Patterson, President of the Board of Education presented the diplomas.
- ——FIFTEEN students graduated from the Ohio Central Normal School at Worthington, July 22d. Col. D. F. De Wolf was announced to deliver the class address and Dr. John Hancock to address the Alumni.
- ——At the Gallia-County Teachers' Association, which met June 12th, the Hon. J. J. Burns delivered an address. Papers were read by Prof. A. A. Moulton, W. H. Mitchell, Jas. L. Lasley, and Miss H. U. Maxon.
- ——The West-Virginia Educational Association met at Hinton, from July 5th to 10th. There was a mixture of Institute and Association work, the Institute work being conducted by J. J. Ladd, E. V. DeGraff, and E. S. Cox.
- —Eight pupils, 3 boys and 4 girls, and a Frank, graduated from the Marysville High School, on the evening of May 27th. We classed Lutrelle

Henderson among the girls at a venture. We never saw the name Lutrelle before.

- Four pupils, 2 boys and 2 girls, graduated from the Attica High School, on the evening of June 18th. This is the first graduating class. They presented to Supt. J. C. Collester, Macaulay's History of England, bound in five volumes.
- Twenty pupils, 7 boys and 13 girls, graduated from the High School of Canton, on the evening of June 23d. They constituted the twenty-third class and had a class grade 1 per cent higher than any preceding class. The course was a three-years' one.
- ——Five pupils, 1 boy and 4 girls, graduated from the Public High School of Washington C. H., June 17th. The pupils performed their parts in the forenoon and the graduating ceremonies took place in the evening, when the Hon. J. J. Burns delivered an address.
- ——In accordance with a custom of eleven years standing, the Junior class of the Columbus High School gave the graduating class an elegant banquet after commencement. Teachers and representatives of the press were present, toasts were offered, and tribute paid to the memory of that rare teacher, Ella M. Earhart, deceased since the banquet of 1879.
- MINETERN pupils, 12 boys and 7 girls, graduated from the Wellington High School on the evening of June 17th. This is the sixth and largest graduating class in the history of the school. The number is remarkable when it is considered that the total school enumeration of Wellington is so small (not 500) that the schools are not reported separately in the State School Commissioner's annual report.
- —The average age of the 64 graduates in Michigan University, class of 1880, was 23 years, 10 months, 6.7 days; the oldest (a lady) being 34 years, 10 months, and 13 days, and the youngest, 19 years, 2 months, 17 days; the average weight was 145 lbs., 2½ oz., the heaviest weighing 210 lbs., and the lightest, 88 lbs.; the average height was 5 feet, 8 inches; the tallest being 6 feet, 2½ inches, and the shortest 4 feet, 8½ inches. There were about a dozen ladies in the class.
- ——There are nine graded schools in Warren County. The following list gives their names, number of teachers, superintendents' names and salary of each:—Lebanon, 12, Jos. F. Lukens, \$1250; Franklin, 10, Hampton Bennett, \$1250; Waynesville, 6, G: J. Graham, \$900; Morrow, 6, Addison Ludlum, \$765; Mason, 3, Louis F. Coleman, \$700; Harveysburgh, 5, Frank M. Cunningham, \$675; Maineville, 3, R. M. Mitchell, \$630; Springboro, 4, A. B. Hoffman, \$520; and South Lebanon, 2, J. Wood, \$500.
- ——Since 1872, the High School of Martin's Ferry has given, each year, a Christmas entertainment. The proceeds of these entertainments were expended as follows:—\$130 for a Smith's American organ, \$20.50 for Prang's Chromos (\$41 worth), \$33.53, in 1878, for the poor of the village, \$30 for Chambers's Encyclopædia,, \$5.45 for Gospel Hymns, \$5 for poems of Longfellow, Lowell, and Whittier, \$2.40 for Appletons' Student's Atlas, \$18 for Gray's National Atlas, \$8.50 for picture frames, \$2.10 for At-

lantic portraits of Whittier and Bryant, and \$45 for nine volumes of the Encyclopædia Britannica, Hall's edition imported by Charles Scribner's Sons, leaving a balance of \$5.07. The Board of Education has bought a bookcase and purchased the quarto dictionaries of Webster and Worcester, Lippincott's Biographical Dictionary, Lippincott's Gazetter, and Walker's Statistical Atlas. This shows what can be done in a school that retains, for years, a good superintendent. Mr. Shreve has served as superintendent of the Martin's Ferry schools for twenty-one years.

PERSONAL.

- —J. R. Franklin has been elected Principal of the Dexter High School.
- ——C. W. Butler's salary at Bellefontaine, Ohio, has been increased from \$1000 to \$1100.
- ——Ed. G. Smith has been re-elected to his former position in Hillsboro, at same salary, \$1000.
- ——Dr. J: Hancock was announced to address the graduating class at Hamilton, June 16th.
- ——I. T. Woods has been elected Superintendent of the Public Schools of Cumberland, Ohio.
- —J. W. Story has been elected Principal of the Public Schools of New Burlington, Ohio.
- ——J: W. Down of Troy, Ohio, has been elected Superintendent of the Public Schools of Toledo.
- —A. B. Hoffman of Bellbrook, has been elected Superintendent of the Public Schools of Springboro.
- ——Pres. Ed. Orton will lecture before the Mercer-County Teachers' Institute at its August session.
- —J. B. ROBERTS has been re-elected Principal of the Indianapolis High School at an increased salary.
- —J. E. SATER has been re-elected Superintendent of the Public Schools of Wauseon. Salary \$1000.
- —L. D. Brown has been re-elected Superintendent of the Public Schools of Hamilton. Salary \$1700.
- ——Mr. Cummings of South Amherst has been elected Superintendent of the Public Schools of Vermillion.
- ——HIRAM HADLEY has taken unto himself a wife in the person of Kate Coffin, an Indianapolis teacher.
- ——E. J. Godfrey has been re-elected Principal of the Salem High School, and salary increased to \$1000.
- —J. W. Knorr has been re-elected Superintendent of the Public Schools of Tiffin, Ohio. Salary \$1350.

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- ——OLIVER WENDELL HOLMES has received the honorary degree of Doctor of Laws from Harvard College.
- —M. E. HARD has been unanimously re-elected Superintendent of the Gallipolis Public Schools at former salary.
- ——C. C. DAVIDSON was in June unanimously re-elected Superintendent of the Public Schools of New Lisbon, Ohio.
- ——C: R. Shreve was, on June 7th, elected for the 22d time Superintendent of the Public Schools of Martin's Ferry.
- ——G: W. WALKER has been re-elected for two years Superintendent of the Public Schools of Lima, Ohio, at same salary.
- —Jas. L. Wright of Canal Dover, has been elected Superintendent of the Public Schools of Orrville, at a salary of \$950.
- ——ROBERT STORY has been elected Superintendent of the Public Schools of Greenfield, Ohio, as successor of S: Major.
- ——W: M. FRIESNER has been re-elected Superintendent of the Public Schools of Portsmouth at an increase of \$200 in salary.
- ——O. P. Kinsey and wife of Lebanon, are prospective additions to the teaching corps at the Normal School at Valparaiso, Ind.
- —L. D. Brown of Hamilton has been appointed on the board of Butler-County School Examiners. A good appointment.
- ——S. J. Finley and J. L. Douglass are conducting in Quaker City an eight-weeks' Normal and Select School. It began July 19th.
- ——H. S. TARBELL has been re-elected Superintendent of the Indianapolis Public Schools, and salary increased from \$2500 to \$3000.
- ——H: S. Doggert has been re-elected Superintendent of the Public Schools of Hillsboro, and salary increased from \$1100 to 1350.
- —J. L. Trisler of Elizabethtown, has been elected successor of the late Jas. A. Clark, of New London (Post office, Paddy's Run).
- —B. B. Hall formerly Superintendent of the Public Schools of Tiffin, is now Principal of the Western-Reserve Normal School at Milan.
- ——C. E. HITCHCOCK of the Niles High School, has been elected Superintendent of the Public Schools of St. Clairsville, at a salary of \$1000.
- ——Dr. B. C. Jillson has resigned his position as Principal of the Pittsburgh High School to accept a professorship in the Western University.
- ——Geo. Howland, Principal of the Central High School in Chicago, has been elected Superintendent of the City Schools in place of Duane Doty.
- —J. W. Mackinnon, for the last three years Superintendent of the Public Schools of London, Ohio, has been unanimously re-elected for two years.
- ——The Rev. W. T. Jackson, Principal of the Fostoria Academy, is a graduate of Yale College and of the Post-graduate Course of Michigan University.
- —R. H. Howey will continue next year as Superintendent of the Public Schools of Helena, Montana Territory. He will be assisted by ten teachers.

- REUBEN McMillan of Youngstown, and W. J. Myers of Cadiz, received the honorary degree of Ph. D. from Franklin College the latter part of June.
- ——P. R. Mills has been re-elected Superintendent of the Public Schools of Canal Winchester. He has already served three years in the same position.
- ——WILBUR V. Rood, Principal of Parker Academy, Woodbury, Conn., has been chosen principal of the Akron High School as successor of Maria Parsons.
- ——W. P. Cope has been elected Superintendent of the Public Schools of Brooklyn village. Salary \$900. The people at Woodsfield are sorry to lose Mr. Cope.
- —DR. S: B. WOOLWORTH, Honorary Secretary of the Board of Regents, N. Y., died June 30, in Brooklyn at the residence of his son. He was born in December, 1800.
- ——SARAH D. HARMON, formerly a teacher in the High School at Columbus, and more recently in Indiana and New York, died at her home in Warren about a month ago.
- —G. O. FAY of the Deaf and Dumb Institute at Columbus, Ohio, is now a Doctor of Philosophy. Western-Reserve College did itself the honor to confer the degree.
- —E. L. Shury, teacher of History and English in the Fostoria Academy, is a graduate of the Dayton High School, and also of Otterbein University of the class of 1877.
- ——Prof. S. S. Hamill is meeting with continued success. His summer school of Elocution opened in Chicago June 10th, and by the 18th he had 150 students. Prof. Hamill advertises.
- ——Miss Nellie S. McDonald of Salem, Ohio, has been elected Principal of the High School at Clyde, as successor of Miss Taggart of Wooster, who declined re-election on account of ill health.
- ——S. C. Patterson has been re-elected Superintendent of the Public Schools of Bluffton at an increase of salary. He has already served two years. He will graduate next spring the first-class.
- —L. B. Ferris, a lawyer of Chicago, but formerly Superintendent of the Troy (Ohio) Public Schools, was elected successor of J. W. Dowd of the same schools, but he declined the appointment.
- ——J: P. Patterson seems to be a Mason, at least the pupils and teachers of the schools of Washington C. H. must have thought so when they presented him a beautiful watch, chain, and Knight-Templar Cross.
- —T. J. GODFREY, Esq., one of the trustees of the Ohio State University, is President of the Mercer-County Teachers' Institute. This institute has had for several years a surplus of funds which is kept at interest.
- —J: McBurney is conducting in Cambridge a six-weeks' Normal School. It began July 19th. The first number of a little paper called "The Guernsey Teacher" has been issued in the interest of the School.

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- ——W: RICHARDSON has been re-elected Superintendent of the Public Schools of Chillicothe at a salary of \$2000. We congratulate the former capital of Ohio in being able to retain the services of so able a Superintendent.
- —J. H. Grove, formerly Superintendent of the Public Schools of Wilmington, Ohio, and latterly Principal of the Preparatory School of the Ohio Wesleyan University at Delaware, Ohio, has been elected adjunct Professor of Latin in the same institution.
- John Warren Harris who died at Apple Grove, W. Va., June 10th, is the J. W. Harris mentioned in the history of the Barnesville (Ohio) Schools. He was born at Cadiz, Ohio, in 1803. His mother was a cousin of Gen. W: H: Harrison, and he was a classmate of Bishop Simpson.
- ——GILBERT O. FAY who has for so many years been Superintendent of the Deaf and Dumb Institution at Columbus, Ohio, has resigned to accept a like position in Connecticut. We are sorry to lose him. The little State has taken from us two good Ohio men, the other being Mr. Howe, formerly acting Commissioner of the Reform School.
- ——Lewis Baxter Monroe (1825—1879), Jacob Abbott (1803—1879?), Mrs. Mary Porter Colburn (1827—1880), Edward Payson Weston (1819?—1879), and Geo. Merriam (1803—1880) were duly honored in the recent necrological report of Chas. Northend before the American Institute of Instruction, with others whose names are not so well known at the West.
- —T. D. Seymour, Professor of Greek at Western-Reserve College, has been called to a like professorship in Yale College. He graduated at Western-Reserve College in 1870, and afterwards studied in Leipsic and in Athens, Greece. Another Ohio man. Dartmouth took Prof. C. A. Young from Western-Reserve but had afterwards to give him up to Princeton.
- ——Dr. I. W. Andrews has closed his fifty-second year's connection with Marietta College. The first year he was a tutor, then sixteen years as professor, and then twenty-five as president. As a testimonial of his services some unknown friend or friends presented him with \$800, \$150 being in gold intended for Mrs. Andrews, and the rest in the form of a draft in favor of Dr. Andrews. The gifts came as a breakfast surprise.
- DR. Barnas Sears of Staunton, Va., agent of the Peabody Fund, died July 6, at Saratoga, N. Y., the first day of the meeting of the American Institute. The paper he was to read the next day before the Institute was read by Dr. G: E. Ellis of Boston. Appropriate notice of his death was taken by the Institute, and also the following week by the National Educational Association at Chautauqua. Mr. Sears was born at Sandisfield, Mass., Nov. 9, 1802.
- —O. C. Hubbell, formerly of Chagrin Falls, Ohio, is now at Sutton, Nebraska. He writes as follows:—"We have county supervision here. Where the counties are well settled, so they can pay for a good superintendent, such as we have in this county (Clay) the schools show good work. The superintendent learns by actual observation what kind of work is being done in each school. The teachers seem to bear in mind

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that their work is to be inspected, and hence put forth their best efforts to build up the school."

——Daniel Hough, for twelve years Principal of one of the Cincinnati Public Schools, but since 1864 an Indiana agent for Van Antwerp, Bragg & Co., and their predecessors, died at his home in Fountain City, Wayne County, Indiana, June 15th. Mr. Hough was until recently a regular attendant upon the annual meetings of the Ohio Teachers' Association. We first became acquainted with Mr. Hough about a quarter of a century ago. He was born June 11, 1827, in the house in which he died. He has been in poor health for two years, but his employers generously allowed him half pay during the whole time of his illness.

-GEO. RIPLEY died in New-York city July 4th. He was the actual head of the famous communistic experiment at Brook Farm. He was born at Greenfield, Mass., Oct. 3, 1802. He graduated at Harvard College in 1823, and at the Divinity School in 1826. He was pastor of a Unitarian Church in Boston from 1828 to 1831. He then dropped his prefix "Rev." and went to Europe to study. On his return in 1835, he began to make known to Americans the masterpieces of French and German thought. Between 1838 and 1842 he published with the aid of the Rev. Dr. Hedge and others fourteen volumes of "Specimens of Foreign Standard Literature." In 1844 he began to put into execution his project of founding a philosophical communistic colony at Brook Farm, Roxbury. In consequence of a fire which destroyed the buildings, he with Godwin, Dana, and Dwight, came to New-York City in 1849. He became the literary editor of the New-York Tribune and continued such till his death, in the mean time editing for several years the literary department of Harper's Monthly, and with Charles A. Dana, the two editions of Appleton's New American Cyclopædia.

BOOK NOTICES.

An Elementary Text-book of Botany. Translated from the German of Dr. K. Prantl, Professor of Botany in the Royal Academy of Forestry, Aschaffenburg Bavaria. The Translation revised by S. H. Vines, M. A., D. Sc., F. L. S., Fellow and Lecturer of Christ's College, Cambridge. With 275 illustrations. Philadelphia: J. B. Lippincott & Co. 1880. Pages vii, 332. Octavo.

This profusely-illustrated work cannot fail to attract teachers of botany. Part I. treats of the morphology of plants in nine sections. Part II., which treats of the anatomy of plants, has chapters on the cell and the tissues, subdivided respectively into eleven and seven sections. Part III. which treats of the physiology of plants, contains chapters on the chemical processes of plants, growth, the irritability of mature organs, the general conditions of plant life, and the reproduction and alternations of generation. Part IV. is devoted to the classifications of plants. The elaborate index fills 22 pages. We commend the book to the attention of students and teachers of botany.

FORTY-THIRD ANNUAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUC-TION OF THE STATE OF MICHIGAN, with accompanying documents. For the year 1879. By Authority. Lansing: Mich.: 1880. Pages l., 223. Hon. Cornelius A. Gower, Sup't.

This volume contains, besides the statistical tables, the Superintendent's report, reports of the University of Michigan, the colleges at Adrian, Albion, Battle Creek, Grand Traverse, Kalamazoo, and Olivet and various humanitarian institutions, over twenty pages giving an outline of the instruction in the Teachers' Institutes, and over eighty pages of proceedings of the State Teachers' Association. The appendices contain Pres. Angell's Address entitled "The Higher Education: A Plan for making it accessible to all," and a paper by W. L. Smith on "Vocal music in Public Schools."

A Text-Book on Rhetoric, supplementing the Development of the Science with Exhaustive Practice in Composition. A Course of Practical Lessons adopted for use in High-Schools [sic] and Academies, and in the Lower Classes of College. By Brainerd Kellogg, A. M., New York: Clark and Maynard. 1880. Pages 276. Introduction price 85cts, exchange price 65cts.

This work has some important characteristics. More attention is given to the framework of sentences, and different ways in which thought can be expressed, than any work on rhetoric that we know of. The theory of the author is that that rhetoric is the most valuable, whose teachings are made to work their way down out of his memory, into his hands and fingers, enabling him to write the better for having studied it. All teachers of rhetoric will be interested to know with what success the author has met in preparing such a work.

ELEMENTS OF THE DIFFERENTIAL CALCULUS, with Examples and Applicacations. A Text-book by W. E. Byerly, Ph. D., Assistant Professor of Mathematics in Harvard University. Boston: Ginn and Heath. 1880. Pages xiv, 258.

Although this work is called a Differential Calculus only, it treats also of integrations. The author adheres vigorously to the Doctrine of Limits as the foundation of calculus. He attempts to keep up the interest of pupils by numerous applications to practical problems in geometry and mechanics, brought in throughout the book. He gives an elaborate treatment of the use of infinitesimals in pure geometry. There is much in the work to interest the teacher of calculus. We never, however, read a work on calculus without being impressed with the fact that the writer has a vague idea of the word never which is so often used. As time is theoretically in the discussion of limits infinitely divisible an infinite number of times may be any finite time whatever, and hence never may be at the end of any finite time whatever. We have not space to elaborate this paradox.

An Elementary Arithmetic, Oral and Written. By George E. Seymour, A. M., Instructor in the St. Louis High School. St. Louis: G. I. Jones & Co. 1880. Pages xii, 206. Introduction price 35cts, examination price 25cts.

This book is a departure from the recent fashion of elementary books in not having any pictures. The author considers the reason for introducing pictures as fallacious. He believes it is a fallacy to conclude that

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whatever delights children instructs them. We commend the authors views to the attention of teachers, especially as there are in these days, to borrow a word from political slang, what may be called educational booms, some of which, unfortunately, are longer lived than some of the recent presidential booms.

An Elementary Grammar of the English Language. By T. R. Vickroy, A. M. St. Louis: G. I. Jones & Co. 1880. Pages 96. Introduction price 35cts, examination price 25cts.

This book belongs to the class of baby grammars which we think ought never to be published. We don't need two works on technical grammar. Technical grammar requires more maturity of mind than little children possess. We notice that the author uses the terms strong and weak as descriptive of the conjugations. So far as we know Mr. Vickroy is the only American author of a school grammar who has adopted these old terms instead of irregular and regular. He divides his coördinate conjunctions into copulative, alternative, and adversative, and his subordinate into substantive, conditional, concessive, final, and causal. Whether such minute classification is advisable in the instruction of children, we leave those to decide who believe in primary grammars. The plan of the book is that of a catechism. The author calls it "catechismal."

NASO-PHARYNGEAL CATARRH. Martin F. Coomes, M. D. Louisville, Ky.: Bradley & Gilbert, Publisher. 1880. Pages 165, octavo.

We are not competent to give an opinion as to the skill with which this work has been prepared. It has a good look and the subjects treated are important. The work is such that it can be read with profit, we think, by those who are not physicians.

A SELECTION OF SPIRITUAL SONGS WITH MUSIC, for the Sunday-School, selected and arranged by the Rev. C: S. Robinson, D. D. Copyright. 1880. By Scribner & Co., New-York: Pages 192. Price 50cts retail. In quantities to Sunday Schools, 40cts. A specimen copy mailed to any Pastor, Superintendent, or Chorister, on receipt of 25cts.

This is a beautiful volume bound in red cloth, containing 221 hymns and chants, making an ample range for selection. The object has been to exclude the merely superficial and ephemeral in music and feeble and unhealthy sentimentalism in words.

REPORT OF THE STATE BOARD OF EDUCATION, showing the condition of the Public Schools of Maryland, for the year ending September 30, 1879. Annapolis: 1880. Pages 288.

This report is made by the Hon. M. A. Newell, who is Secretary of the State Board of Education and Principal of the State Normal School. It is needless to say that the work is well done; Mr. Newell's reputation as an educational man is a guarantee for that.

TENTH ANNUAL REPORT OF THE BOARD OF EDUCATION, together with the Thirty-fifth Annual Report of the Commissioner of Public Schools, of Rhode Island, January, 1880. Providence: 1880. Pages 290. Hon. T: B. Stockwell, Commissioner.

This very full report of the different departments of School work in Rhode Island, shows that the educational activity of this little State is fully equal to that of the larger States.

THE

OHIO EDUCATIONAL MONTHLY;

Organ of the Ohio Teachers' Association,

-AND-

THE NATIONAL TEACHER.

SEPTEMBER, 1880.

Old Series, Vol. XXIX, No. 9.

Third Series, Vol. V. No. 9.

PROCEEDINGS OF THE OHIO TEACHERS' ASSOCIATION, AT CHAUTAUQUA, N. Y., JULY 7, 8, 9, 1880.

SUPERINTENDENTS' SECTION.

The meeting was called to order at 10 A. M., by E. F. Moulton, of Warren, Chairman of the Executive Committee. On motion, Supt. C. W. Bennett, of Piqua, was elected President, the President-elect being absent. Prayer was offered by Dr. W. H. Scott, of Ohio University. On motion, Lewis W. Day, of Cleveland, was chosen Treasurer pro tem., and A. W. Williamson, of Wapakoneta and J. F. McCaskey, of Napoleon, were chosen assistant secretaries. The President was then introduced and delivered the inaugural address on

INDUSTRIAL EDUCATION.

Assuming all I have heard or read of the state of society and condition of schools in other countries, to be true, I have ample reason to be grateful to Providence that I was born an American boy. The youth of the old world is placed, by the mere accident of his birth, beyond a favorable opportunity for obtaining position in society, whether social, political, or moral. No matter how pure his morals, how rare his talents, how brilliant his genius, or how spotless his integrity. If he is not born in a palace, with a silver spoon in his mouth and waited on by liveried lackeys, it is in vain that he possess all the faculties which elevate the mind or that dignify the man. If his purse be not deeper, or the extent of his lands greater than those of his poor neighbors, this is, of itself, a sufficient reason why there should be an insuperable barrier between

him and them, and why the lines of demarkation should be drawn broad, deep, and insurpassable. A licensed servitude sits in royal dignity upon his enjoyments, his education, his ambition, his hopes. Because of despotic government, the developments of education have been slow, and attended with many difficulties. The establishment of truth has cost much. Error begot the advantage of it long ages ago, and fastened it down with gigantic power. But in this country there are no pursuits limited to especial classes; there are no enclosures which may not be trodden. Our laws protect and assist education instead of frowning upon it. They encourage and reward discovery instead of persecuting it. Here no Galileo is imprisoned for turning his glass to the skies; no Harvey suffers for making a great and valuable scientific discovery. The American mind is not trammelled in its developments.

It has all the advantages of free thought, a free press, free schools, and a free Bible. There is no cruel despotism in this country to confine thought, and to fetter the human faculties.

In view of these circumstances we are not so likely to consider the fact that every country, and indeed every generation has its conditions and demands peculiar to themselves; that some of the most highly prized subjects taught in the excellent school systems of other countries, and suitable to their demands may not be of practical value to this country; that the division of school work thought to be valuable to the people of one state, even, may not be important to the interests of another state. I believe this to be true of industrial education. And while it may be said in return that progress pays no respect to myths and traditions, and sweeps past all who will not keep step to the times, there is need of prudent conservatism in all our educational plans. The force and trend of public opinion, within recent years, has left us interdictions which cannot be misapprehended.

The prime object of the American school system, is to make good citizens. This the State considered in providing for these schools at the public expense. Character is better than scholarship. To be a good citizen, is of greater importance, both to the individual and to society, than to be a good scholar. The conscientious teacher should be more concerned about the persons taught, than the things taught. We should not be less earnest in imparting knowledge; but I believe it to be more important to the boy to enquire how much of a man he is, rather than how much we have taught him from text-books. No one who studies without prejudice, the philosophy of training and its value, can deny that the State has a right to teach any subject which promotes the general welfare of its people. And it must be conceded by every one, that the elements of highest value to the people, are character and intelligence. These are the greatest protections to society; these are the indispensable and inseparable agencies to the perpetuity of sound government. Do you ask why a zeal for general education, despite of carping criticism, has grown more permanent every year? It is because the demands for character and culture are co-extensive with the life forces of the American republic. Do you inquire why the public school system of this country is webbed into the hearts of the people, by bonds of attachment which we believe can

never be broken? It is because popular opinion is established in the conviction that "The future of the American people will be whatever the schools make it." Our country has, recently, passed through a dangerous ordeal, when not only were the interests of labor and trade jeopardized. but civil liberty was threatened, and the government endangered by the most violent dissension and quarrel. Why did the strike awaken the deep_ est solicitude of every philanthropist? Not so much that labor was arrayed against capital, nor that a sudden revolution in values would produce stagnation of business; but because of the rapidly-accumulated forces of disorder and open violation of law. Why did it fail? Not for a want of zeal to awaken enthusiasm, not for a want of unlimited courage to enforce its demands, not, certainly, for want of unity of purpose to consolidate its strength, but for the want of intelligence to organize and to direct it. That fortnight of dark experience awakened prophetic vision. And every candid and reflective citizen, to day, admits the fact, that the general intelligence of the people must be co-extensive with the growth and success of every national interest. And if not made so, we are likely to have repetitions of similar sad experiences.

I return, with confidence, to my first proposition, and re-affirm that the subject of highest and most general value to the people, in common school culture, is intelligence.

We are said to be a nation of restless activities. The foreigner claims to be able to distinguish the American, from travellers of other nationalities, by the line of restless energy written upon his temples. To him the American has a visage of nervous anxiety, which cannot be changed by the most cheerful recreations. The foreigner's criticism is not an idle fantasm. We are a people, of restless energy, constantly craving something new. And while energy may be said to be the better part of intellect, generally directing progress and insuring permanent growth, it is true, at the same time, that energy misdirected frequently retards progress and improvises impracticable plans.

We are passing through an ordeal of mal-content, in which restless criticism, in some sense, is restricting the thrift of public instruction. We are charged with stimulus and high pressure, with overtaxing pupils' capabilities, with overloading courses of study. It is urged that our school work, both as to instruction and discipline, render pupils stupid and unnatural, that to finish a course, in a well-ordered graded school, means to seek ease and to despise work. But is this true? Do intelligence and moral training superinduce idleness and diminish a desire for manual labor? Or, is it not true to the contrary, that the success of industrial, commercial, or agricultural occupations, is commensurate with the educational spirit of the commonwealth?

In regard to the value of our common-school sytem, as touching public industries, a distinguished foreigner has said:—"No other people work more than the American people, nor ask a higher value for their labor. What Europeans call yankee-greed, is nothing but the effect of the intelligence, which accompanies their work, and of the high price which they demand for their labor. Under the circumstances, education has a double value. It has, besides its real value, a kind of surplus value, resulting

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from its practical and commercial usefulness. The whole political economy of the United States takes this for granted; without it, neither the farmer nor the business man would be able to calculate his chances for success; the artisan and the laborer would not endeavor to improve their work, to lessen their hardships or to increase their profits."

"The wealth of the United States is incalculable precisely because intellectual wealth counts for an enormous proportion. We sometimes think the eagerness of the Americans to support schools is a kind of national pride, vanity or show. Not at all. It is a calculation, and a sound one. Enormous advances are made, but it is known they will be returned a hundredfold."

To say that the influence of the common schools has been to unfit their subjects for the common employments of life, is an unwarranted charge. It is not the business of these schools to teach handicraft. They have their legitimate work to achieve; the results of which comes to us, each succeeding year, with more permanent satisfaction. And it is a libel upon the good sense of any people, to attempt to weaken the influence of their educational system, by a proposition so utterly unfounded in fact.

What are some of the causes for the alleged disinclination to mechanical employment? We shall attempt to state a few of them.

First, it is a noticeable fact that the trades have failed to offer suitable inducements by the most honorable means, for their own protection. The old system of apprenticeships has been permitted to go almost entirely out of use. And for aught we can see no effort has been made to supply its place. It is apparent further, that mechanical employments are passed more and more into the powers of monopolies. We cannot disguise the fact that instead of American industries protecting themselves against these monopolies, a vast army of society men, to a great extent, control labor by attempting to limit the number of workmen, to one altogether insufficient to supply the demands of the leading manufacturing interests: thus barring the door to exclude American boys from the useful trades. Again, observe the rapid industrial revolutions which have taken place in this country. Who can estimate the convulsive changes made in relation to labor, by invention. Who can measure the reaction it has produced, apparently doubling the best energies of a dead past, and forcing changes into every fabric of society. Mark the wonderful indictments of progress everywhere. The reaping hook rusty and deserted is a pioneer relic. The cradle, with one finger, hangs in the peach-tree, while the self-raker and binder gathers in the golden grain. The stage-coach lies at the roadside, the canal packet rots at the dockvard, and legislators are puzzled to know what should be done with Clinton's ditches. The lightning train runs upon the towpath; the ticking of the electric spark lights our cities and bears the swift message of scientific progress, while the whistle of yonder locomotive is but the bugle note of its greater triumphs. These are some of the causes which serve to discourage mechanical employment. Let us consider still another, unwilling to admit that the common schools are in any sense chargeable with it, but on the contrary I affirm, without reservation, that the want of industrial habits in children, is largely traceable to a defective home

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training. By this utterance, I only repeat to you a truism, yet a wellknown fact. There is a growing dislike for labor all through the child's home life. Parents do not make proper effort to obtain employment for their children. By employment, I do not mean so much a place to obtain wages, but the early and constant effort to be made in every wellordered home, to cultivate diligence. This is very commonly neglected. The dignity of labor is ignored. The man of toil-worn hands and common attire, who literally earns his bread by the sweat of his face, is too frequently discounted by the presence of the professional man and the man of leisure. Parents urge their children to secure an education, only to avoid hard labor; or, at least, to obtain a calling in which labor can be made lighter. "Go to school, my son, and learn to be wise, that in after life you may not need to work as hard as I,"-is mistaken counsel altogether too commonly given. With the erroneous feeling that his boy has native smartness, and must be lifted above common labor, the parent fails to teach him even ordinary habits of industry. This, in some sense, accounts for the lamentable fact, that American boys and girls, in countless numbers, are growing up proud and unemployed. Parents spend a weary life of vain endeavor, counting the days when they may see their hopes realized, while the arch-enemy scatters the tares of vagrancy, debauchery and crime. There is reason to indulge the statement, that this condition of things prevails in towns and cities more than in the rural districts. Boys and girls in the country are taught to work. From earliest childhood they are trained to be industrious. They have but little contact with the immoral influences of street rambling. Country children have a better appreciation of time and privilege. All of which circumstances are an advantage to good schools. What experienced teacher would not prefer to select his pupils, if he were permitted, from the ranks of children who have been taught habits of industry? For boys and girls who know how to work out of school, will work in school. Again I must insist that the fault is not in our school work, but plainly traceable to other causes. The arguments of the zealous advocates of industrial training have done it injustice by mistaken charges. Many of these statements, serving to bias the mind of the general reader, are as futile as they are absurd. They seem to arise without the aid of either reason or fact. For example, some one recently visited a shop where hoisting apparatus was made, but could not find a man, from the foreman down, who could explain the principle and power of the pulley. And that was the fault of the common schools. Another goes to the prisons and claims that the number of criminals who never learned a trade, to those who are skilled workmen, is six to one. And the common schools are to blame for that. Still another draws up in line the vast army of tramps who infested our country, and begged at our doors, and declares that they were without industrial training; -never learned a trade, and could handle nothing but a shovel. All of which was brought about by the bad influence of the common schools. The absurdity of such assumptions is apparent, and I will not argue it. But it would be a deed of kindness, I am sure, if some one could provide a nerve liniment or some other nostrum, to give permanent ease to that class of habitual complainers, and chronic critics, who are attempting to make the public schools the cause for "all the ills humanity is heir to."

Just what should be taught in public schools, I am aware, is a difficult question to determine. Yet it is commonly conceded that the tendency of every appliance in public instruction of whatever effort, should mean the greatest good to the greatest number. Then instruction must be general, and seldom if ever reduced to specialties. We need to operate more upon a common-sense basis. There is neither time nor space, in the average curriculum of common schools, for special training; certainly no room at all for hobbies. It is true that every teacher should be progressive; he should not dodge subjects that are likely to make trouble for him, when he is conscious of the fact that his schools need heroic treat-He should aid in wiping out antiquated methods which have outlived their usefulness, never permitting himself to pander to the whims and caprices of popular opinion when he knows them to be radically wrong. But there is still another important fact to be considered. There has been, within recent years, a reckless inclination to introduce new measures. I believe it to be right to try new methods. We should experiment frequently, but not too frequently, and certainly never to the expense of either teachers' or pupils' time unless some good results are to follow. But no board of education nor instructors should in this way test the new theory for the sake of the experiment only. The gratification of a new desire upon a given subject is not a sufficient guaranty for the sacrifice made. As well might the physician amputate a sound limb to trace an artery. Many of our failures are traceable to the restlessness and irritability superinduced in the public mind by frequent changes. am aware of the class of feelings these statements are likely to arouse. may be said, this is the same old story and savors of pedagogical cowardice; that the too-wisely conservative, clinging with tenacity to the good old way, have already clogged the journey to educational progress. think I may reply with an equal assurance that some of the greatest enemies to school work are its reformers, and that public sentiment, which is often more influential than law, and which no educator dares to ignore, strongly objects to their epileptic tendencies. And however enthusiastic or novel the policy suggested, whether it be on the Cambridge platform, in the Quincy methods, or urged by any other proposed plan of reform, there can be no permanent success in it by attempting to over-ride a co-operative public sentiment.

There are certain elementary principles which may be said to underlie industrial training, and are, at the same time, a part of the child's education. They have a recognized general value. Instruction in such branches should receive liberal attention, and should be taught with reference to the practical uses to which they are to be applied.

Among subjects of general use to pupils, drawing is perhaps the most rational. There cannot be claimed for it the importance attached to the substantial branches recognized in school work. It has, however, a general value suited to every section of country, and to many mechanical trades. I suppose it is conceded, that in its fullest extent, perspective and industrial drawing are not so useful to the public industries of Ohio

as to those of Massachusetts, because it subserves manufacturing and mechanical interests rather than agricultural pursuits. general rather than a local value in that it so trains the imagination as to enable it to draw accurate mental pictures, it trains the mind to conceive and execute design, it gives to the eye power to see perfect work, and to the hand mechanical skill to perform it. Almost every article which is well made, at this day, is made from a drawing. The manufacturer depends wholly upon it for his artistic models. Indeed the construction of everything, whether it be planning structures or making machinery, is aided by drawing. The science of drawing is no less valuable to the architect than to the builder. Workmanship in nearly all mechanical trades has come to this, that an artisan must be able both to design his work and to make it produce rapidly. Hence the workmanship must be not only of a very high order, but it must compete with that degree of excellence in symmetry and beauty which the present growing tastes of the people demand. Without entering into further detail we assume that drawing has a general value and may properly claim a place in our courses of study.

Then it must be admitted that a plain system of account keeping is of unlimited importance, and should be a part of public instruction. much time should not be expended upon it. It would be unwise to introduce a complicated system of book-keeping; it would be unnecessary and imprudent to puzzle children with the intricacies of double But every boy and girl should be taught to keep ordinary accounts. In view of the value of account-keeping to all classes of people, is it not a source of chagrin to us, that our public-school system has not generally recognized its utility? The average citizen of this country is altogether too ignorant of the methods and details of practical life. If to know how to make money honorably is a gift to be coveted by men, to know how to save it is of equal value. Reckless adventurers are seldom good accountants. Money is saved by keeping books. The best safeguard to property, to business energy, and to business confidence is systematic account-keeping. The ability to keep accounts serves to secure accuracy and promptness in common affairs, to remove temptations to dishonesty, to restrain profligate expenditures of money, and to place a check upon the insane risks of speculation. The elements of account-keeping may be successfully taught either in connection with arithmetic or penmanship. with but little more time employed than is commonly used for those branches. The universal demand for it renders it a necessary part of general education. Then a more practical appliance of some branches already taught, would be of great utility. Botany and physiology are of practical value; chemistry, physics, and geometry may be made to serve the interests of technical training by certain changes made from the common methods of teaching them. And I am frank to say the common schools are approaching to more sensible methods for teaching these branches; the results of which are felt in all departments of business.

But the public schools must not be expected to teach specialties. It is not the work of these schools to prepare pupils for particular pursuits in life. It is expected of them to lay the foundation of character and

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intelligence, upon which any proper calling can be based. It is their business to bring the youth up to the trades and professions, but not to instruct them in the trades and professions. When these schools have accomplished this they have done their work. It has always seemed to me that technical instruction sounds so much like professional instruction, and that the common schools should not be required to train apprentices unless they also teach the professions. If they are to make carpenters and blacksmiths, then why should they not also produce doctors and But it is argued that boys should learn a trade, that when they fail in professional life they may resort to the trade to obtain a livelihood; then for precisely the same reasons, why should not the boy be taught a profession, that he may resort to it, should he be compelled to abandon his trade? There is, to my mind, incongruity in much of the argument bearing upon this subject, resulting from the fact that many of its advocates are unfriendly to the present educational system. are not to be misled by men who may speak and write well. We must take a safe position to avoid a likelihood of mistakes. The zealous advocates for industrial education, as an appendage to common schools, are inclined to argue it entirely from the standpoint of labor, and fail, at the same time, to suggest feasible plans for making the scheme practicable. The combined force of their influence has apparently been directed to weaken public sentiment. They would have the people believe that their school system is loaded with superfluities, squandering their money, and making no return for it.

On the other hand many grave questions, touching the inexpediency and impracticability of what they propose, are left without satisfactory answers. For example, when children in large numbers go out from the grammar schools, and many more are compelled to leave before they reach the grammar schools, to go to work, is it wise to crowd these few years of their school life with technical instruction? Would not the new departure divert the pupils' time from the essential training necessary to qualify them for the duties of American citizens, to promote instruction in handicraft for the limited number who may desire to learn trades? What trades shall be learned, and what tools shall be used? Who shall provide suitable buildings? From what source may teachers be secured to furnish this double-headed instruction? Shall it be made compulsory? How and by whom shall these trades be selected? These are some of the questions which the people look to have settled first before accepting the theories proposed for public-school workshops.

The most that can be done by the common schools for industrial education, must of necessity be theoretical work. These schools are in no sense equipped for such instruction. Perhaps a few things of general utility may be wedged into an already crowded course of study, but the results obtained would be unsatisfactory. It may be useful to boys to learn to "mend" and "patch"; it is of value to girls to know something about sewing and knitting, and to be able to cook an orthodox meal. And possibly thus much might be taught at school. But I am not convinced that it should be any part of our school economy to do any such thing. These matters are a part of home training. It is the business of mothers

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to teach girls to sew and to cook. And if parents permit boys to grow up without the elements of technical knowledge, and without teaching them proper habits of industry; if they make of their girls pale-faced pets of the parlor, ignorant of the common duties of a home, all the theoretical training of this kind the schools could afford them would be of little service.

From the present outlook we must decide that it is inexpedient and unsafe to attach industrial education to the public schools. How then must it be provided? If industrial training is a necessity let there be special technical schools established. Then the regulations of common schools could be so adjusted, perhaps, as to accommodate pupils who prefer to learn a trade rather than complete a higher course of study. There are already some such schools organized which are serving an excellent purpose. The limit of my time upon this paper prevents a detailed argument upon their practicability. Great changes however have swept over this country since the common-school system was established. The necessities for character and intelligence have not become less, but other demands are upon us. The age of muscular labor has past, and the age of ideas has come. Half a century ago nearly everybody worked, and the children found early employment. But to-day the condition of society is changed. Wealth, luxury, and ease on the one hand and a crowded populace of suffering poor in our large cities, on the other, are bringing the public mind to improvise methods for educating labor. Let me conclude by saying the demand for skilled workmen to compete with foreign labor will increase in this country until these special schools may become as general in America as they are in Europe, and that, too, at the public expense. But this work should not be made a part of the common schools.

I am not opposed to industrial education which comes from a proper source. I believe it to be the duty of the people, and possibly of the government to look with candor and fairness upon this subject, and to give suitable protection and instruction to the laboring classes. Let a very high respect for all kinds of honorable labor be taught our pupils; let every grade of intellectual training arouse an industrial spirit. But, that learning to work with the hands may become a part of successful training in them, has not been made clear by any of the recent agitations upon the labor question.

Our system of free education, we admit, is not faultless, but in its general adaptation, it meets the want of the people. We have not so great cause for alarm, from those who oppose it, after all. For in the past the impulsive and erratic tendencies of fanaticism have always been eliminated, in due process of time, and only the best products of public agitation have been utilized. It will be so in the discussions upon industrial education. All unnecessary hobbies and riders will be finally levelled down by the strong practical sense of the people, some feasible plans will be devised to bridge the chasm between the common schools and the workshops, and only the best things growing out of the present agitation will be preserved to improve the future American schools.

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The discussion of the inaugural was opened by Mrs. A. B. Johnson of Avondale, who said:

The head, hand, and heart culture of our American youth is a subject so broad, so intricate, of such vital importance to the individual, the family, society, and the State, that we hesitate as we stand on the shore of this ocean of thought and speculation, uncertain where to launch our little boat, and so bewildered by the conflicting elements, which stir it to its very depths, that we almost lose sight of the lighthouse, distrust our compass, forget there are reefs, and rocks, and quicksands, on which others have stranded, so dazed are we by the magnitude of our voyage and the uncertainty of reaching that haven where the ambitious pedagogue's dreams shall be realized, where this great educational problem shall be so clearly and so satisfactorily solved, and so heartily adopted by all, that both radical and conservative shall contend for the honor of standing god-father to the new departure. The subject of industrial education and the proper training of youth is not an American question; it has not the freshness of a new idea even, since it perplexed the heads. of the ancients quite as much as the moderns.

All persons familiar with Grecian and Roman history have admired the policy of their learned men and statesmen, who felt it no less a duty than a privilege so to train their youth, both mentally and physically, as best to maintain and perpetuate the honor and dignity of the State.

To such an extent did the Spartans carry this notion of physical development, that at birth every deformed, defective male child was immediately consigned to blissful oblivion.

The notions, teachings, and laws of Lycurgus, while not above criticism, were certainly productive of most wonderful results, for the Spartans were a robust, healthy, patriotic, money-loving, people, able to maintain and perpetuate their power for centuries. With Lycurgus it was the entire physical being. Every muscle of the body was subjected to the severest test of the Grecian gymnasium. What an apt and successful teacher. What enthusiastic and willing pupils, thus to command the wonder and admiration of the world thousands of years after they have ceased to be.

But why do we bridge the centuries to inquire into the theory and teaching of the early Greek, if it be not that their philosophy developed a more perfect being, a more skilled and useful citizen than we Americans, with all the concentrated wisdom and experience of the ages, have been able to produce? There is something wrong somewhere. We feel the insecurity of our institutions.

We are not satisfied with the results in our educational plan, and we stand appalled at our failure, for have we not speculated and theorized, propounded and discussed, adopted and rejected methods? Have we not dotted our land all over with school-houses and colleges and universities? Have we not established printing houses and publishing houses and book concerns, and collected costly libraries, and opened to the public in all our large cities and towns, reading-rooms and conservatories of art, and made literature cheaper than bread? Like the young man in Scripture,

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we are ready to exclaim, "What lack we yet?" What lack we yet? Simply conformity to the command of God: "In the sweat of thy face shalt thou eat bread." As a people, as parents and teachers, we have ignored this divine injunction, and our youth from a false standpoint are imbibing absurd and foolish notions of life.

In the extensive curriculum of our schools very little attention is given to industrial education, and while the learned professions are being flooded with youth whose heads are literally crammed with text-books we cannot find a score of sturdy boys willing and anxious to hold the plough and swing the scythe, to fell the forest or till the valley. When we consider the results of popular education, in its present condition in our country, and its moral influence over the majority of our youth in directing the activities of life, it seems to us that it would be much better for all who do not contemplate preparation for the learned professions to leave our schools after completing the Grammar-School course, rather than continue one or two years in the High School and then dropping all study, as hundreds now do, to seek positions in the active walks of life, with the notion that they belong to the educated class, and, therefore, cannot engage in any employment which is not genteel, as too many count gentility.

In the opinion of many thoughtful friends of education our youth are spoiled just beyond the dividing line between the Grammar School and the High School. Young men and women leave school in a sophomoric state, with too much learning to be sensible, and too little to know how ignorant they are. It is, without doubt, a plain duty of the schools to teach respect for manual labor; that useful toil of head or hand is most honorable; that, as has been said, and well said, "Each person in society lives by working, begging, or stealing." If he is dependent upon relatives. or upon that which others have produced, when he might be himself a producer, he is a beggar. Thomas Corwin left one of the best precepts which we have seen: "Young man, know thy work and do it." And more than this, we may teach our pupils that a person (who was not born to be a mere cipher) will not be self-contented in this life before he has reached his own ideal-before he has found his true work and feels that he is doing it. That more of the ills of life may be overcome by assiduous industry than any other means.

That we are honored by our fellow-men not more for our acquisitions than for our earnest application to work. Such instruction as this may be of great value to our pupils, if clearly enforced, but, in my judgment, it is not the province of the common school to go beyond this. We have had quite enough of good advice to teachers—quite enough instruction in regard to their duties. In fact, the press and the rostrum have been so faithful in this, that we weary of it, for we are overburdened. In discussing this question of industrial education we shall do well to turn our attention almost exclusively to the parents—for a multitude of them have been trusting to the common-school teacher, the Sunday-school teacher, and to chance, most sacred duties which God, in his wisdom, would require of them, which they may not shift, which from their very nature cannot be delegated to others. The school shop might teach something

of ingenuity, but real industry comes from a sense of want. The persistent application of muscle which moves the ax, the hammer, the scythe, the shuttle, the needle, comes from a desire to gratify some pressing want; and the parent having exclusive power over nearly all the resources of supply to the child may control and guide him in this respect as no other power can. All manual-labor schools, as such, have signally failed. The fancy work introduced into a few schools may do very well for an advertisement, but it affords little or nothing of the rugged discipline which is so necessary to meet and successfully overcome the difficulties incident to every life. We may add nothing more to the requirements of the common school. More is required now than can be thoroughly accomplished. No! This duty of rearing children to habits of industry, economy, privation, and self-sacrifice belongs to their parents. God and nature have imposed it upon them and they may not relegate their obligations in this respect to any other parties. We may expect failure, and continued failure, of all attempts to shift this primal duty of parents upon others, who have neither the power nor the authority to execute it. Teachers may assist by instruction and example, by requiring work, industry, and regularity at school, but their part is only sec-. ondary.

Man in his best estate is but a slow student. In our educational zeal and hurry we have some things upside-down. We have put the first last and the last first. In theory we readily acknowledge that to teach good principles, good manners, and discretion, the worth of money, and that genuine values can be produced only by the labor of the head or hand, is paramount to intellectual activity and culture, or to the mere acquisition of knowledge. Yet every teacher here knows that the general practice is the reverse of this theory. Have you seen an account of Washington Gladden's circular, addressed to 100 of the most successful merchants, bank-presidents, lawyers, editors, school principals, and physicians of Springfield, Mass., asking them whether they spent the first fifteen years of life on a farm or in a city, and whether during any part of that period they were accustomed to engage in any kind of work when not in school? Of the eighty-eight who replied to the circular all but four were reared on a farm or were the sons of hard-working, industrious parents, and had been trained from their earliest youth to work, and required to endure privations and hardships; and, consequently, when they had reached manhood all the nonsense was taken out of them. and they were prepared for the battle and the blows of life. The hand, the will, the judgment must be trained—must be severely disciplined in boyhood if in youth you would have the material of which true men are made. We may have but little concern for the industrial education of boys and girls reared in the country. They are needed to help on the work about the farm, and thus early acquire industrious habits. So, also, are the children of hard-working and thrifty parents in the city often reared to good habits in this respect. "If we look carefully into child society we shall learn, I doubt not, that the children of wealthy and well-to-do people in cities and villages seldom accomplish much in life on account of their disadvantages. They have nothing to do. Their time,

out of school, is wasted in idleness or mischief. Their parents' riches are Satan's blessing to the children. And what can our schools do more than they are doing for this class of our youth? The mischief is done when the school and its discipline have no control over them, in out-of-school hours.

The grown son of a wealthy neighbor was standing at the corner grocery, with his hands in his pockets and a cigar in his mouth, when a gentleman, entering into conversation with him, asked why he did not continue his studies, or go into some kind of business? "Oh," said he, "the old man will take care of me."

What can the school-shop do for such youth? Their own inherent indolence and their parents' indulgence will never permit them to enter it. And, saddest of all, what the rich man's son does, the poor man's son will affect to do. The poor are forever aping the rich. And our daughter, "The girl of the period." What shall we say for this beautifully-decorated specimen of female nothingness? I mean no disrespect to the girl. God knows, that from the bottom of my heart I pity and deplore the idle, aimless, almost hopeless life she is compelled to lead. What wonder Mrs. Livermore turned her face to the wall and wept when told her first-born was a girl! What was there in store for that girl? If she taught her the mysteries of the kitchen, what young man would marry a kitchen mechanic? If she taught her to wash, to iron, to make, to mend, in short, to be useful, to be self-supporting, she would degrade herself in the eyes of society, which readily ostracizes all whose hands are stained with honest toil.

And where is the root of this mischief? At our own door. We mothers, we the heads of families. We have treated with disrespect the intelligent, thoughtful woman, who served us faithfully, and driven her from our employ. Skilled serving men and women are at a premium; they cannot be found. If we have sowed the wind let us be amiable if we reap the whirlwind.

The discussion was continued by H. M. Parker, E. E. Henry, T. G. McCalmont, Alston Ellis, H. S. Lehr, G: N. Carruthers, and W: D. Henkle.

H. S. LEHR said:-

Mr. President:—Actions speak louder than words. Teachers should show a willingness to do manual labor when necessity demands it, or even occasionally when an opportunity is given. They should have a garden spot to cultivate, be willing to do their own marketing. Let teachers help to make labor honorable by example. Again, in conversation with our pupils, we should never allow ourselves to say, "you are too talented to be a farmer or a mechanic, you should prepare for some profession." It is right and proper to tell pupils to acquire a good education and to lay a good foundation, and be prepared for whatever profession or business they may, in after years, wish to fill or be called upon to fill; but we should not speak as though manual labor was, in any way, dishonorable. I know an ex-superintendent that says "My father has a

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good farm and I could have all I could make on it if I would cultivate it, but by so doing I feel that I would be making life a blank." If this be so, there are many valuable blanks in the world. I would rather farm than sit idle a year or two waiting for a call. Let us show by our works that we believe labor honorable, and it will have its influence.

T. G. McCalmont said:-

Mr. President:—There are just two points to which I wish to refer. It is a noticeable fact, that many of the most earnest and useful members of our Boards of Education, are graduates of our High Schools.

There is one industry for which, in my opinion, some provision should be made, especially in our cities and larger towns. I mean plain sewing. There are hundreds of girls who do not know how to properly cut, fit, or make the clothing necessary in the humblest home. It may be the duty of the parents to teach them, but they will not do it; for they, themselves, do not know how to do these things. How can we improve the condition of this class of our people, unless we make for them more attractive homes, and how can we better provide these, than by fitting the girls of the present for more efficient wifehood and motherhood.

W: D. HENKLE said:—"Mr. Parker has given us illustrations of two kinds of boys, one being the type of industry and independence, and the other of indolence and dependence. The schools should neither take the credit for the existence of the former, nor be blamed for that of the latter. Industry and indolence are in the blood. Garfield illustrates one type, and thousands of loafers the other. The idea that school education unfits one for manual labor, is nonsense. It is true that many who have had the advantages of a school education, are averse to severe manual labor, and seek only the lighter employments. This aversion to manual labor is in the blood and is no fault of their school education, which is often, in such cases, not very thorough. Aversion to severe manual labor is no crime when it is accompanied by marked mental industry, nor is aversion to hard study a crime when accompanied by physical industry. The avenues to fame for an educated man do not necessarily require that he should be a professional man. An educated man who is a farmer, stands more chance of being nominated for congress and elected, than a professional man.

Notwithstanding these facts, the question of industrial education is up for discussion and cannot be brushed aside. It is well that the old apprentice system has passed away. By this system boys spent half the time theoretically allowed for learning their trades, in carrying water. No wonder that mechanical ignorance prevails to so large an extent that skilful mechanics are the exceptions. The principles and manipulations of trades should be taught scientifically. The experiments of Dr. J. D. Runkle, at the Massachusetts Institute of Technology, shows what can be done with young men by way of teaching the arts of handicraft. The enthusiasm, aroused by the work, is said to have been remarkable."

He then detailed some of the marvellous results of Dr. Runkle's experiments. $\text{Prop}[\mathcal{C}]$ "True industrial education lies, not in the direction of specific trades, but in the direction of mechanical principles and manipulations that underlie groups of trades, thus enabling a student who has acquired these, to learn, in a month or so, the details which belong to any particular trade belonging to the class. It should not be forgotten that the manipulations of most trades are not suitable for immature children. Muscular development is a prerequisite for success.

Whether industrial education wholly, or in part, shall be grafted on the public-school system, or shall be confined to private enterprise, or endowed institutions, is a question for the future to decide. Discussion is what is now wanted. The good sense of the people may be trusted for the final adjustment of industrial interests in relation to school instruction."

Adjourned to 2:30 P. M.

AFTERNOON SESSION.

Moved by T. J. Mitchell of Mt. Gilead, that a committee of five be appointed by the chair to select officers for the ensuing year. The motion was carried. Hon. J. J. Burns then read the following paper:—

ON SUPERVISION DEPENDS THE SUCCESS OF OUR SCHOOLS.

In deliberative bodies we often hear the inquiry: What is the question before the house? And what is not pertinent to some branch of said question is out of order.

The whole school public is a deliberative body composed of many parts, and we belong to the Ohio section. This great body is always in session. Its principal mouthpieces are educational conventions and the educational press. A paper or address upon some utterly-impractical notion, which is not even the agitation which precedes the action which is followed by experiment is out of order, though the speaker may have the whole length and breadth of the floor.

On the other hand, if the matter is already abundantly proved by arguments and by solid facts, if the proposition has been moved, seconded, and carried, then further discussion is out of order.

A suspicion does not flash across my mind, but uneasily rests upon it, that the second rule above stated bars me the floor; yet calmly laying the blame upon him whose substitute I am, and upon the committee that put me inside of his vacancy I proceed with rather steady nerve to announce my theme: "On supervision depends the success of our schools." This is not the whole topic as stated in the program, but it bears to it a larger ratio than I to Superintendent Cole; besides I can't but think that, like Dundreary's conundrum about "doahs," "it weads bettah my way."

Writers upon educational topics are charged with a habit of stating over and over again their pedagogic creed, and their reasons for holding it. Probably this is a merit rather than an offence. In the ranks are always found about thirty per cent of new recruits, and these need grounding in the old faith. Different settings forth of the same truths

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cause them to find lodgment in a greater number of minds; and I have heard it intimated that there are even some new good things waiting to be said, some unvoiced thoughts which have not found a tongue.

Whether these will choose for a medium the pen of the lone student in the holy quiet of his study, or the tongue of the busy toiler among the people and the people's children, has not been revealed.

I do not dare to hope that one of these essences will be found incarnate in the words of this paper, and attempt only a brief setting forth of some of the old doctrines and a practical application.

A visitor to a manufactory of any kind sees there many hands, at work upon pieces to be afterwards framed into a whole, or passing some ware through successive stages on the way toward perfection. He infers that there must be some one eye seeing all, some one hand directing all, some one brain not indeed thinking for all, but supplementing their thinking and adjusting the handiwork of one to that of another, so that the result shall be a finished something, and not a mere series of parts even though comely in appearance and apparently faultless in design.

His inference is correct, for the business world has learned the absolute necessity of Supervision—that on it depends the success of a railroad, a dock-yard, a furnace, a cotton mill, a carriage factory.

I am aware that a boy is a different sort of raw material from white hickory, steel, and wrought iron; and I shall not claim any striking similarity between the graduate of our schools and a carriage ready for the market. But I do claim that the educated youth, though with an infinitely-greater number of functions, is a unit as the carriage is, and evidently he is the product of the labor of a number of hands.

While the main business of a carriage is to bear what is put into it and follow the horse, the other must decide what burdens he will bear, and must furnish and control his own motive power. The one is the result of properly-fashioned and joined bits of wood and iron, and its success or failure depends first upon qualities inherent in the material, and directly upon the workman's skill in shaping and fitting; the other is a union of soul and body, and success depends upon the quality of these committed into the hand of the workman, and then directly upon the perfection of that workman's labor.

The necessity for care in the selection of the hands and for keen-eyed oversight of the manner in which they perform their functions is in the ratio of the cost of the materials and the worth of the finished product.

It was known years ago and recently re-discovered with much eclat that a School Board cannot serve as a skilled expert in the work of its schools—work of which it has no special knowledge. That it cannot instruct the teachers to do what the members cannot do themselves—that it can not and will not perform the great labor which must be intelligently, independently, and uniformly done in order to grade the schools and keep them graded—that it cannot keep watch for the moral influence exerted by teachers over pupils—that it cannot serve as a sufficiently prompt and independent medium between teacher and parent, or teacher and pupil—that it, unaided, cannot inspire the school with that unity of purpose and action essential for the production of the highest results—

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that it cannot impart that zeal and enthusiasm which make the round of daily school-room duty become a round of daily pleasure, a delightful struggle toward a lofty goal instead of a time of doleful drudgery only relieved by the recollection that in a few hours at most the bell will strike—that it cannot give to teachers that counsel and example which will enable them to get a healthy growth from their own experience and consequently to do better and better work—that while these steps can not be successfully taken, and these grand results cannot in a great measure be attained by the Board of Education, these things may with reason be expected from the sustained and seconded efforts of a competent intelligent Superintendent. And it is proved by actual experiment that the largest superintendent with the largest liberty calls forth the largest results.

Intelligent supervision I have called it, and we run no risks in a plea for superintendency, in admitting that superintendents are of different grades, and that a school with a superintendent may be in a worse condition than it would be without one. But because accidents sometimes occur through the conductor's carelessness or inefficiency it is not urged that trains should run without conductors, but that trains should have good conductors.

In order to set forth the honest claims of the school systems of our time it is neither wise nor necessary to depreciate those of the past, and we should study the lives and character of the teachers of the olden time and of private institutions in order to see more clearly what a superintendent of schools in city, town, or country ought to be.

The human mind was subject to the same influences, character was composed of the same elements in the oldest historic times that it is now, yet Plato in the Academic Groves, Roger Ascham with his one royal pupil, Arnold in his circle of worshipping students had set over against him a problem very different from the one which confronts an American Superintendent of free, common schools.

The latter problem has attached to it conditions which were never part of an educational problem before. Here are no favored few to be led by the master's hand while all the multitudes beside are to him as "heathen men and publicans"; but in a country whose institutions are based upon generally-diffused intelligence and morality, where private schools are almost driven out of existence by the very munificence by which the public schools are founded and supported, the superintendent finds himself the sole agent of a corporation which is the guardian of a trust of which every child of the district is legally a beneficiary, and it is incumbent upon the school authorities to make this legal fiction an actual, living fact.

At this point we may pause if inclined to sentiment and try to expand our ideal of what a school superintendent should be; and claim for him that he occupies the most responsible position of trust and power in his community; and notice that a real sense of his position and its duties to be performed before God and man makes the true teacher humble. Walking in a path bordered by flowers of immortality which may be

crushed and distorted by heedless steps, he should put off from his feet the shoes of selfishness and vanity.

The title superintendent is rather indefinite, as our law nowhere defines the duties of the office, and is sometimes prefixed to the name of a person whose time is almost exclusively occupied in teaching, with no control over nor responsibility for pupils, or teachers, or teaching outside of his own department. Here the term of course lacks meaning. He is not a superintendent who does not superintend, but where the school is small and he has time for it he is not the less a superintendent of schools because he has personal charge of some of the classes. And all honor and credit to a large class of men and women who are engaged in this double duty, and doing it with patience, skill, and success!

The indetermination of title is but a temporary evil; "S-u-p-'t" will soon be eliminated by substitution and in its place will be found "Ph. D." as soon as the dispensers of titular dignity shall have had their attention called to the wants of the miserable few of us who remain.

It may not be out of time to suggest that our superintendents as spiritual advisers of their Boards of Education could do a valuable service by calling their attention to those sections of the law which relate to the employment of young children in factories, mills, etc., and to the duty of the Boards in this regard. It is difficult to comprehend upon what ground officers who have sworn to execute the laws and perform the duties of their office can justify a neglect of these requirements.

The command is as positive as the statute directing the enumeration of school youth as a condition of getting the district's share of the State Fund. The State in her sovereignty is charged with the duty of maintaining free institutions, to her is committed the high trust of protecting the lives, the property, and the reputation of her citizens, she is bound to obey the laws of her being—the organic instinct of self-preservation—and maintain her own autonomy.

To do this she must not nourish in her bosom an enemy to some day strike her to the vitals. The effectual antidote to this internal disease is not schools of the fine arts for the few, not more rigid laws, not regiments of trained soldiers, but it is quickened intelligence, good moral principles.

The State commands and has a right to expect obedience. Her will in this regard is expressed in the sections recently read.

Again, the State is a partner in every school throughout her broad domain. She furnishes a portion of the funds for carrying on the school. She has the right to fix it as a condition, I think she should fix it as a condition to her gift, that in order to enjoy the benefit of these funds, you the district—the other partner—must go out into the lanes and alleys, the highways and hedges, the factories, foundries, and glass-houses, and compel, if there be need for compulsion, the children to come in.

To show that there is an awakening upon this matter in another quarter I wish here to mention an item given me by Capt. Walls, Commissioner of Labor Statistics in this State, who is taking an active interest in the subject of laboring men and their rights and the rights of their children. He informs me that the "Trade and Labor Assembly" of our metropolis, composed of delegates from 22 Labor Unions which in turn

represent 15,000 mechanics and laborers, has passed a resolution declaring its purpose to insist upon the execution of this law. Evidently the motive prominent in the minds of many, is the desire to remove competition to some extent by this proposed withdrawal of children from work; but with the more intelligent there is a higher motive—to protect the child from irremediable injury. And so far as the State is concerned this early placing of children at hard labor for the pittance they can earn is what the farmer would call "grinding the seed corn." This legislation applies, I beg you to note, to the child's early years. The law fixes the limit at fourteen. I do not know what was in the mind of the gentleman who drew this bill, but I know what is very clearly defined in my own that after that age, if a boy has to be driven to school it is scarcely, in the long run, worth the driving. If he do not want to study, but thinks that he does want to take off his coat and go to work, let him try it! If he come back soon, clothed and in his right mind concerning books and study it is well. If he prove to himself that he can work and will work, and enjoys it, that is well. Anything better than the listless, droning habits in school of some great fellows who unfortunately are not compelled to earn their own living, but unfortunately are compelled to intersperse their loafing at home with, during a few hours each day, a feeble imitation of work at school. Oh! if the boys would only do something, and Work is life. Work suited to one's abilities something worth the doing. is education. Idleness is death to everything worth living, and a very hot-bed for the growth of everything that ought to die. If Eve had been busy helping Adam in the garden "to dress it and to keep it," who knows what mightn't have been! Ever since, Satan has found some mischief still for idle hands to do.

I noticed at the outset that the business world has long believed in inspection and supervision, as an economical, even an essential part of the machinery for managing any interest where life and money are concerned; and the city superintendent in Ohio is not before the public on a writ of quo warranto, and does not need to defend his case, but there is one part of the territory not yet occupied, one case where this condition of the educational problem is not allowed to have its influence upon the answer. After years of argument and infinite pointings to the test of experience there is yet no supervision of the rural schools in Ohio,

Now if the teachers of these schools were trained professional workmen, competent, devoted; and if each school with its one teacher could afford all the school education demanded by the present time, I could see comparatively little reason for placing over the schools of the townships a Superintendent. But with our present means of preparing for their work the thousands of teachers who are needed in our schools, and in view of the readiness with which our teachers pass from the school-room to other employments, it is absurd to say that the above is the condition of things, and idle to hope that it will be.

These schools are small, and their teachers receive small compensation. Such teachers as I hinted at, can not be procured, and worse still, are not usually looked for. Untried, untrained boys and girls here try their "'prentice han'," and if they learn their art at all, it is commonly at the

highest price ever paid on earth for labor. "Bushels of eyes" upon his own statement "were spoiled" in the self-education of the great English oculist, and of necessity, for no one had been over the road before him. Bushels of children are used in this insanely economical method of evolving a schoolmaster.

"Come to my arms, my dearest pedagogue! I'd rather you'd spoil a thousand boys, than touch one of my ten-dollar bills."

If the teacher be of the real stuff and grow in pedagogic grace, he seldom stays long to serve those, who at so high a price, have paid for his training. Louder calls are heard, wider fields of usefulness and honor extend, and this school must serve to break in another. Now we have no idea that it can be otherwise than that teachers, with no previous practice, shall be in large numbers placed in the schools. What we want is, that as little as possible be left to mere haphazard—that these prentice hans be placed under the eye of a skilled chief, that more regard be paid to such patent truths, as the years of childhood are precious years, and not time to be put in, the influence for good of the mere companionship of the cultured, refined teachers is a matter of first importance, the simple telling of facts found in a book, hearing of recitations and keeping order, are not teaching that children are the real wealth of a country, and money and bonds miserable trash in comparison.

Experience in the teacher's art, as in other things wouth hearing; is, when properly improved, a good thing, but how many tases do we know of teachers who were not better after ten years' practice; than after five. As for going on toward perfection, they were travelling the other way. They had not started right, and were not able to profit by experience.

Listen to a few sentences from Ascham's "Schoolmaster."

"He hashrdeth sore, that waxeth wise by experience." "An unhappy master he is, that is made cunning by maste shippe wiskes: A mistrable merchant, that is neither riche or wise, but is after some bask-routes." "It is costlie wisdom that is bought by experience." "We know by experience it selfe that it is a meruelous paine to find out but a short waie, by long wandering." "And surelie, he that wold prone wise by experience, he may be wittle indeed, but even like a swift runner that runneth fast out of his waie, and upon the night/he knoweth not whither."

"Men of witte and honestie be otherwise instructed." "For there be, that kepe out of fler, and yet was never burned: That beware of water, and yet, was never nie drowninge."

"Learning, therefore, and good bringing up, and not blinde and dangerous experience, is the next and readiest waie;" and the end shall be, that persons so instructed "might be hable to use, and to order all experiences, were they good, were they bad, and that, according to the square, "rule, and line of wisdom, learning and vertue."

Suppose two successive teachers, both pretty good, and this successiveness is quite active, there is a sad loss of labor and time in the lack of an adjustment of their work. The second can not, usually, even if he desire, begin where the first leaves off. This adjustment should be a result jeosupervision, besides the advantages which would flow from a course of study laid down and adhered to; a uniformity of text-books; a friendly critic to see that good methods are in use; a competent adviser of the Board, in the making of its rules, and fit executive to see that they are carried out; a member of the Board which grants and annuls certificates, who knows from actual trial what the applicant, if he have had some experience, can do in the real work of the school-room; a counsellog of teachers and school officers, in matters of disputed legality.

As I said in substance on another occasion: No rational scheme for providing, county supervision leaves out of view the work of such an officer as an educational missionary. He would talk to the people, at exening, gatherings invited to the school-houses, about the mutual relations of parents and teacher, of parent and child, of pupil and teacher, of school and school officer, of school and State. He would aim to develop in minds, mainly devoted to other things, a better idea of what a school ought to be of what education is. I spoke of a practical application as part of this short paper.

The matter of Supervision in our cities and towns, is not in need of aid from legislation. It does not appeal to law for the remedy for evils. Or the confirming of good results. That is, in the hands of the people where it belongs, and all it sake of the law-maker is to be let slone.

But since the last meeting of this body, there has been another skirmaish—a mild one—in our thirty years' war for County supervision.

It came about in the form of a bill allowing the people of the counties, through their accredited agents, to choose Superintendents for the schools which are not now under supervision. That is, it would, if it became a law, give to the people of the rural districts the same option which the people of the city and village districts have—to employ, or not to employ, a school Superintendent,

This bill was introduced early in the session, and was referred to the proper committee, but was not followed up and pressed upon the committee by the offerer thereof, till after a considerable lapse of time. It may be safely presumed that the committee, with a surfeit of bills on hand, were not restive under the delay with regard to this one. Finally, it had a hearing, was referred for consideration to one of the committee. He made some minor changes and reported it back. The committee then, by vote, refused to recommend its passage, but upon my urgent request, were willing to send it back to the House without recommendation.

Meanwhile, the hearts of its advocates were not much cheered by the communications of school men who are known to be the most enthusiastic supporters of the doctrine of County Supervision; one of whom, in whose county I had hoped, we could give the law a trial and start the balarolling, wrote:—"let the Legislature give us semething better, or give us nothing."

Time passed, the bill reposing in the chairman's official pocket, until it was too near the close of the session to attempt anything, and the chairman informed me that his reason of delay, was, he had been advised not to push it at that session. The reason for this advice was not clearly givlen. I can explain the difficulty however, by the reflection, that there are

Digitized by GOOGLE

two sessions of a Legislature, at which it is an unfavorable time to secure the passage of a bill that is not based upon selfish interests, viz.:—the session immediately after the members are elected, and the one just before their term expires.

We want our district schools placed under the eye of a Superintendent, and if one man can not supervise a county, the logical conclusion is not that the county does need one, but that it needs two. And the Superintendent should have full power to do his work in the most effective way; he should be well paid for his service; and several other defensible propositions occur to the mind; but we shall not, in my opinions be able to drive in this wedge big end foremost. Better try it edgewise and pound on the big end, than to attempt to force it the other way by pounding the air.

It seems to me that the practical thing is for this Association to agree upon a scheme—if not the one of last winter, let it be something better—containing only such provisions as there is some reasonable hope of carrying, but really good what there are of them, and then work for it with a will among the members of the Legislature at home. We can succeed if we make a right use of the means in our power. Let us have full, free discussion in the papers, and by every avenue to the public ear and eye, and by and by we'll have the people with us. Mohammed started out to convince the world of an untruth, in a minority of one; and he very nearly succeeded, for he believed in himself.

A Legislature is not to be blamed, from a human standpoint, and there's a deal of human nature in men, especially public men, for not granting us the two or three things we ask, till it is convinced that we express the will of a majority, or at least a large minority of the people.

Some writer truly said, that while a nation is progressing it is better than its laws. Thank Providence, we have ground for a belief that our schools are progressing, and are better than our system, and we do not yield to the disheartening conviction, that, even when the system is most absurd, the schools must cease to grow. Earnest, heart-whole teachers are increasing in number, and the Associations are revival meetings, to kindle anew the flame in languid hearts, and convert the pedagogical sinners, and enrol them in the service.

The Chair announced the following committee on nomination of officers:—T. J. Mitchell, Mt. Gilead; C. L. Loos, Dayton; W: M. Friesner, Portsmouth; T: W. Harvey, Painesville; Miss McLaughlin, Columbus.

The discussion of Mr. Burns's paper was opened by L. D. Brown of Hamilton, who said:

Ladies and Gentlemen:—I have not come all the way from my home in Southwestern Ohio, across a corner of Pennsylvania, to this beautiful lake in New York, to find fault with the Executive Committee of this Association. Far from it. But I sincerely regret the circumstances which compel me to discuss a paper a part of which I was unable to hear, owing to a change in the program that was made known to me but an hour ago.

For a quarter of a century Ohio has needed, and Ohio educators have asked for two things, namely, (1), a school or schools for the training of teachers, and (2), an efficient system of supervision of all the schools of the State, graded and ungraded. More than fourteen years ago William Mitchell, at Zanesville, declared that the two most important measures to be acted upon by the friends of education in Ohio, are the establishment of a State Normal School and the organization of some method of county supervision in the rural districts of the State. In discussing Captain Mitchell's address, John Hancock said: I think a well-managed Normal School could accomplish a greater good than county supervision would To this Professor Henkle replied: If I had twenty votes to give I would cast nineteen for county supervision and one for a Normal School. After a few years the lines of thinking concerning these questions approached one another, and at Sandusky in 1871, in an address delivered before the Superintendent's Section of this Association, A. J. Rickoff said: These two things I name first, without giving precedence to either. Superintendence will not enable a large manufacturing establishment to dispense with skilled laborers, nor will skilled laborers obviate the necessity of efficient foremen. Normal Schools and County Supervision are both indispensable, and let the Legislature give us either, we will not cease to ask for the other. Since 1871 we have been united on these two great questions, and henceforth we shall remain united upon them. Mr. Burns in his paper is certainly happy in comparing a school system to a manufacturing establishment. In a business sense a superintendent of schools bears the same relation to his work that a foreman in a manufactory does to his. Sound character, executive capacity, quick intelligence, and noble courage are essential to the success of both men. Good work properly done is required of both, and if the manufactory without a foreman is not profitable to the stockholders, then a system of schools without a superintendent will not yield the result that it should. That a school board is incapable of performing the duties of a school superintendent, is a proposition which is axiomatic. Unskilled cannot do the work of skilled labor.

I think that all who are well informed on the subject agree that county supervision in Ohio is essential to the further progress of our ungraded schools. What we need, however, is not argument so much as that educational enthusiasm which followed like light after the steps of Horace Mann and Lorin Andrews.

Permit me to say that the ungraded section of this Association can secure the legislation required if it will. Let this section be thoroughly organized with a courageous and determined sub-organization in every county in the State, and the next Legislature in Ohio will be composed of men who will give us County Supervision and State Normal Schools. Here I will remark that while teachers should not be politicians in a narrow partisan sense, they should see to the primaries when it is for the good of the schools for them to do so. Let us as an Association work for the election of a Legislature favorable to the measures so ably advocated by our school commissioner in his paper. Let us also through the press, and by means of the lecture platform keep our people acquainted with all the wants of the schools.

Prof. Chas. W. Super, of Ohio University, read the following paper on

THE TEACHER'S TENURE OF OFFICE.

In reflecting upon the relation of teachers to the question of officetenure I was often reminded of the fable of the cat and the rats. When the latter by a vote in convention had decided to hang a bell upon the cat's neck for the better protection of themselves, they found their resolutions entirely ineffectual because of the impossibility to carry them into practice. Teachers are situated in respect to their employers very much like the rats. "It takes two to make a bargain," says the proverb: and no matter what we may recommend as improvements upon the present system, our plans are likely to fall dead because they who have the supreme authority over us do not hear what we say nor concern: themselves much about what we do when in convention assembled. Several hundred teachers will probably take part in these proceedingsbut how many school officers will be present? I think they can easily be counted. And yet it occurs to me that teachers do not sufficiently interest themselves in having the public represented. Would it not bewell to make some effort to have on our programs the names of a few representative men who are not teachers and who would show us to. ourselves as others see us? It is the public who need most of all enlightenment upon the topic assigned me-need to take part in the discussion. of the same. When teachers engage in the consideration of these subiects which relate to their own intellectual improvement, or the improvement of their pupils directly, it matters comparatively little that patrons be present, but when they examine the mutual relations of teachers and employers, it is important that the latter be also represented.

My fellow-teachers, I do not think I need try to enlighten most of you upon this topic. It would be very like recommending water to ducks, or preaching purity to angels. The majority of your number, doubtless, who are beyond the years of your apprenticeship, have studied this question as much as I have; and that more has not been said upon it, is owing probably to the conviction existing in the minds of most teachers that the public is not yet sufficiently enlightened to make discussion directly upon the subject of much profit. There is no question, I think, in the minds of most persons who have looked into the matter carefully that at present, in the largest number of our public schools and in many of the so-called higher institutions, the hold of the teacher upon his position is too slight. Generally he is elected only for a year at a time and is liable therefore once every twelve months to be dropped for poor reasons much more likely than for good ones.

In those institutions which exist for the interest of some particular doctrine or belief rather than for the general mental improvement of the young, it is well perhaps to have some way easily and readily to dispose of teachers whose orthodoxy has become rickety. Yet it must be said to the credit of these institutions that many, perhaps most, of them elect their teachers for longer periods than do most of the public school boards

of the State. Though having a twofold interest to guard, viz.: a doctrinal and an educational, they have learned that the advantage to be gained by electing teachers for long periods more than outweighs the danger of having to eject teachers who have ceased to be in sympathy with their religious dogmas. The experience of those countries that have wrought out a science of education has shown conclusively that the best results. are attained where the teacher has it in his power to secure a life There is little mischief to be apprehended from the life tenure where teaching is strictly a profession into which none are admitted who have not received the proper preliminary training, and shown a respectable degree of aptitude in imparting instruction. With us, however, every teacher to a large extent trains himself in teaching, and whatever degree of excellence he may attain is chiefly his own work. He acquires teaching skill, not under the guidance of a wiser mind, but if he gains it at all, it is largely through his own blunders. As long as we expect teachers to wear away their ignorance it is perhaps not best to let any teacher practice too long upon the same set of pupils. I need hardly take time to say that such a state of things is much to be deployed; but until our public shall have become sufficiently enlightened to desire a better, we cannot. well claim great advantages for a longer tenure, except in the cases to be hereafter noted. In the lower departments where the teaching is so largely done by the inexperienced, it is perhaps quite as well that teachers be hired by the year or term only. And yet it is a question whether a person wholly without experience and having sufficient education to merit employment as a teacher would not be stimulated to better efforts by a five years' engagement and the prospect of an annual increase of salary than by a short term. In the higher departments, however, the annual-election system is unquestionably vicious. And while it might not be well just yet to make the tenure a very long one, no teacher in schools that continue in session eight or ten months per year, except in the two or three lowest departments, ought to be employed for less than four or five years at a time; while teachers of several years' successful experience ought to be elected for periods still longer.

The country schools might, I think, he greatly improved by a method somewhat as follows: at the close of a four, five, or six-months' term let the board of directors inform the teacher that if he will attend school or college during the interval he will be sure of employment at the same place with increased wages the next term. He will thus have a sure financial basis for continuing his education, and will make much better progress than if he work with the ever-recurring annual hunt for a school upon his mind. Where a summer and a winter term at greatly unequal wages are had, two persons might alternate with each other. Such a course is not commended because it would be beneficial for teachers only but because equally so for pupils.

I have known a few school directors who could not write, and not a few who were entirely uneducated. Yet teachers were wholly in the hands of these men, and are still in the power of their like in many instances. As a matter of course they are easily open to complaints no matter how unreasonable. It enhances their importance in their own eyes, if nothing

more. In the country districts when a teacher returns to ask for a school they will very probably tell him that there was some dissatisfaction with his last term's work and they prefer not to employ him. Almost any teacher would take a greater interest in his pupils if he knew that at the expiration of a few months he would return to them again, to resume the lessons where they had been broken off. The better knowledge of his pupils would also be of great advantage. There is reason to believe that the plan here suggested for the country schools would be an important improvement on the present custom of frequent changes, and that but few cases would occur where it would be better to depart from the rule. I know of nothing that would conduce more to the elevation of our schools, with so little modification of the present system than to give teachers generally a firmer hold upon their positions. I do not mean to convey the impression that many and great modifications might not be profitable; but these should be made gradually, and the least radical ought to come first.

If an energetic and progressive teacher or superintendent undertakes reforms in the school under his charge which necessitate radical changes, ten chances to one he will be clamored out of his place by the let-wellenough-alone party before his work will have had time to bear fruit. The experience of Dr. Arnold well illustrates this point. We rarely hear it charged against a teacher by many persons in a community that he is too slow: but it is not unfrequently asserted in substance that he is too fast, and disposed to introduce new-fangled notions contrary to the spirit of the fathers, and therefore subversive of society. It would but be in accordance with human nature and experience if their present insecurity in office made most teachers cowardly and obsequious. Not a few times has it happened that a single citizen who has a grudge against a teacher or a dislike for him, no matter for what trivial cause, has been able, by persistently worrying the school board to compass his or her removal. The hostile party is determined and persistent, the community, though it may not be in sympathy, is indifferent, and he carries his point by importunity, like the woman in the Scripture. It is the result of both my experience and observation that the teacher who is content to let affairs move on in the old ruts seldom provokes violent opposition. the radicals and reformers who stir up trouble. If a teacher is only desirous of keeping his place without regard to the interest of his school, he can easily shape his course so as to make himself secure. A teacher of this stamp is just as well off under the present system as under any other. The teachers who need protection are those who care little for the enmity of a portion of the community provided the good of their pupils is secured. The progressive teacher needs a support against the would-be wise ones out of school; and often against superiors in rank, when their indifference is put to shame by the zeal and efficiency of. subordinates. Now and then a community finds out its own interests, and having secured a first-class teacher, makes it a matter of importance to retain him in effect, permanently. I believe that instances of this kind are becoming more numerous in our State and that they are the natural results of increasing intelligence.

But some one may say: you assume that the teacher is generally right and the community wrong when there is a controversy between them: and you would fasten a man or woman upon it as teacher whom it does not want, or at least make dismissal very difficult. So far as my observation has extended such has almost always been the status of the two parties where teachers of several years' experience have been concerned. Is it reasonable to suppose that a school board even when made up of the most intelligent members of a community will better understand the real—not the imagined—wants of a school than the experienced teacher? I would ask a score of my hearers taken at random to recall for a moment the make-up of half a dozen school boards known to them, and with these as a criterion I feel certain that eighteen or nineteen of you will admit that it is better to trust the teacher with the greater power. But the teacher's tenure ought not only to be longer, there ought also to be a graduated scale of increase in wages for some years, or for the underteachers a system of promotion. It might be well to allow the board towithhold the increase by a special vote, thus leaving to them a convenient way of getting rid of a teacher whom they do not want; but the increase ought to be the rule, not the exception. The people ought to have learned long ere this time that it is to their interest to have teaching made a profession. Among teachers in the public schools there are comparatively few old men. Have they entered more remunerative and congenial occupations, or have they retired to enjoy the fortune they had accumulated by middle life? In the other literary professions, how many there are who have been engaged more or less in teaching! This simply means that a young man who is desirous of influence or wealth is very unlikely to remain a teacher, though he may begin life for himself as such. The earlier years of his manhood, while he is himself a learner he is willing to devote to the instruction of those who know less than himself; but ten chances to one this is only a transition period while passing through which he has had some other employment in view. This constant trooping away from the teacher's occupation can only mean that it must be unpleasant in many respects, and that few remain in after they see a fair chance for getting out. Even the best graduates of the best colleges soon learn that there is so little preference shown for merit, and so much scope for intrigue against them that they seek other fields where success and promotion are less dependent upon chance. Under our present system school boards have almost absolute control in all matters pertaining to the school. This is not necessarily an evil, but there is constant danger of its becoming such, as there is no way of holding them responsible for a breach of trust. This power might be turned to great profit if a few members in each board were always awake to the real interests of the schools under their authority, and manifested their solicitude by visiting their own as well as other schools, by a careful comparison of text-books with each other and with the progress of the sciences of which they profess to be the exponents, and by taking part in the proceedings of educational conventions, or at least listening to itsdiscussions. How few do this we too well know. However, as these men receive no compensation for their services, it is perhaps unjust to expect them to devote much time thereto. The greatest evil is that too often the least capable members of boards are the most officious.

I do not wish, however, to assume that when there is a controversy between the teacher and the community or the board the latter are always in the wrong. Unworthy teachers are not as rare as they ought to bepersons who concern themselves little about their pupils and much about salaries. Teaching is eminently a progressive science, and it is easy to lag further and further in the rear. Men of this stamp now and then fasten themselves upon a place and it is next to impossible to get rid of them. I have seen a young man teach the same country school winter after winter, who never thought of text-book or school when out of the school-room, and whose sole recommendation was that he did not change the text-books, besides always maintaining quiet in and about the schoolroom. I have found nearly the same state of affairs in schools of much larger pretensions and dimensions. In colleges too I have seen professors. of almost half a life-time whose chief merit was that they were ministens of the Gospel, though poor preachers, and had influential friends among the trustees. But the modifications suggested in this paper would make the case of those who are burdened with teachers of this stamp, no worse, and they are comparatively few, while it would greatly improve matters. both for teachers and patrons generally. It is a well-established principle that power once possessed is rarely surrendered voluntarily. Intelligent, men with few exceptions are convinced that restricted suffrage would be better: than ours as it is, but they seldom advocate restriction; because of the manifest impossibility of effecting it. A surer way of accomplishing the same ends is by teaching voters to exercise intelligently their high. prerogative. The process is a slow one but there is no better, and its: results are certain to be good. I see no way of enlightening our school boards, and of teaching them to use their power for the good of all parties except to enlighten the community from which they are chosen. Permanent/progress can be made only by elevating the lowest class of society and keeping the highest from retrograding. Our law-makers are on the whole so well satisfied with the educational system of Ohio that the prospect of change for the better is remote—if we are to judge the future by the past. We have found it impossible to introduce changes that have proved salutary in some of our sister States. Evidently we are doomed to work out our own salvation, and we can do it, but we must remain in purgatory longer than need be. It is argued that the majority want few or no changes. This may be true; but what is the value of the fact as an argument? The testimony of one intelligent man is of more worth than that of a dozen who are not so. The Turks have steadfastly resisted the introduction of the English financial system and with equal persistency refused to adopt the administration of justice as practiced in Western. Europe; but we do not therefore conclude that their own is better or the other inferior because not suited to the peculiar character of the Turk. Possibly his national character may need reformation. Yet even Turkey: is fated to be regenerated and enlightened, and I see no reason why the friends of progress should despair of Ohio. We shall have better schoollaws after a while, but probably not until the people shall have become

a better law to themselves when they will be no longer necessary. In spite of the imperfections of our State system there are as good teachers in Ohio as in any State of the Union, and of the public schools not a few are unsurpassed any where. There need be no legislation to make these better; it is only needed to bring up the laggards. But I have said enough, for I shall be scrupulously careful not to use more than my allotted thirty minutes. Nor have I a mind to elaborate a detailed plan that would make our schools what they might be made. My wish and task has only been to suggest improvements upon a few points. Yet each part is intimately related to every other, and each single improvement profits the whole. The body cannot be well when the hand or the foot is sick; and to cure this or that is to restore the general health of the patient. The people of our State are sealous in the cause of education: but their real is not always that which springs from knowledge. They have filled the land with colleges and so-called universities, but have manned them with few, ill-paid, and often incompetent teachers. They chave in many towns erected large and costly school buildings, but have failed to furnish them with appliances for the most efficient teaching. Even where superintendents are reasonably well paid it is the rule to compensate their assistants all the more niggardly. In the matter of furnishing aid to those who purpose to serve the State as public teachers. next to nothing has been done. While there are many causes of discourrement: there is not a little ground for hope. In common with others who labor for the moral and intellectual elevation of men, we must not expect rewards of a material kind; but they are none the less real on that account.

During the middle ages thousands and tens of thousands of busy toilers animated by religious zeal were engaged in filling Europe with beautiful churches and cathedrals. Posterity has remembered very few of their names, but their deeds it cannot forget. They abide as monuments of the faith and disinterestedness of their builders, and over them time has no power except to enhance their beauty. Our fate is destined to be much like that of those mediæval toilers. Most of us will after a while be forgotten, but society cannot forget the work we and our brethren have accomplished, and have yet to accomplish. Herein lies the firm foundation of the hopes on which we may build with confidence. Yet we must not only learn to labor, but also to wait.

The paper was discussed by Dr. John Hancock and Dr. I. W. Andrews.

President I. W. Andrews, of Marietta, said:

The lack of permanence may be owing partly, to the System, partly to the school boards, and partly to the teachers. The system presupposes an election of teachers every year, or every two years. It would be better to lengthen the term, or make it indefinite—at least as regards Superintendents—as in the case of Professors in Colleges. At Marietta the Principal of our Preparatory Department, is on the same footing with a Professor. To be voted on every year is not pleasant. Probably the average Superintendent would work better if the office were regarded as

a permanent one. But even under the present system there will be permanence in the case of good teachers. The fault is not wholly in the system, nor wholly in the school boards. There are not a few Superintendents who have held their position a long time, though annually voted on. And changes for the better in this as in other things are mainly to be brought about through the influence of teachers. As good boards will usually secure good teachers, so good teachers will secure the election of good men to school boards. A Superintendent of high character, thoroughly fitted for his position, will elevate the whole community as well as secure good schools. And the people in such a place will be very likely to select the best men for school boards. They will see that such an office requires men of education, of large views, of public spirit. It is my conviction that the average school board is better than formerly. The best men are sought for the place. And it has been largely owing to the improvement in the Superintendents and Principals. There is a good degree of permanence among teachers. They hold their positions longer than formerly. I have been pleased to see the permanence of the graduates of Marietta. In proportion to the number engaged in our public schools they have been remarkably permanent. On the whole I am very hopeful on this matter. And the best way to remedy whatever of evil there is lies in the character and work of the teacher. The really good teachers will, except in rare cases, hold their positions as long as they desire. And when a weak board fails to re-elect a strong teacher some wiser board in a better community will most likely be glad to secure him.

The committee on nomination of officers reported as follows: for President, W. J. White of Springfield; for Secretary, J. S. Lowe of Shelby.

On motion the report was adopted.

Adjourned.

C. W. Bennett of Piqua, O., Pres., J. E. Sater of Wauseon, O., Sec.

GENERAL ASSOCIATION:

CHAUTAUQUA, N. Y., JULY 8, 1880.

The General Association was called to order at 10 o'clock, A. M., by E. F. Moulton, Chairman of the Executive Committee. Prayer was then offered by Dr. I. W. Andrews, President of Marietta College.

Dr. Hurlbut, acting President of the Chautauqua Assembly Association, was then introduced and made a speech, welcoming the Ohio Teachers to Chautauqua. He expressed his pleasure at meeting the educators of Ohio on the occasion, and tendered to them the freedom of the grounds with the wish that their sojourn might be pleasant and profitable.

The welcome of Dr. Hurlbut was responded to by John Hancock, of Dayton. He returned thanks for the kindness and courtesy extended the Ohio teachers by the Chautauqua authorities. Acknowledging the heartiness of the welcome, he spoke of the grand educational and religious work inaugurated at Chautauqua.

On motion, it was resolved that two assistant secretaries be elected, and C. E. McVay, of Mt. Healthy, and J. M. Withrow, of Eaton, were chosen.

The president of the Association, Reuben McMillan, of Youngstown, was then introduced and delivered his Inaugural Address.

After the delivery of the Inaugural, the President took the Chair and announced that the Association was open for business. George S. Ormsby, of Xenia, moved that a committee of seven be appointed to select officers for the ensuing year. The motion was carried and the President appointed the following named persons the committee:—Eli T. Tappan, W: D. Henkle, John Hancock, R. W. Stevenson, Samuel Findley, A. B. Johnson, and Thos. W. Harvey.

President Hinsdale, of Hiram College, who had been announced to read a paper was absent, and his place was filled by Prof. Judson Smith, of Oberlin, who proceeded to read the following paper on

CULTURE AND CHARACTER.

I. Culture and Character are the choicest fruits of Civilization, and the surest tests of a nation's life and institutions. By the quality of Culture and the type of Character which prevail among the people, you may estimate their institutions, measure their Civilization, The thoughts and life and forecast their career and influence. of the Roman citizen were shaped and tinged throughout by the customs, the spirit, the genius of the people to whom he belonged. And we rightly judge the qualities of the civilization that was nourished upon the Tiber, and from thence overspread the world, by the wisdom and polish and wit and power of a Cicero, a Livy, a Horace, a Tacitus; and by the courage, and sagacity, and magnanimity, and statesmanship of a Marius, a Gracchus, a Regulus, and a Cæsar. What kind of men, what sort of Literature does a nation produce? These are supreme questions, well worth the pondering of any one who cares to know what is going forward in the earth outside his own narrow life; who would truly know the past. who would intelligently estimate his own times, who would wisely forecast the years to come. And the questions are not altogether distinct; for character is constantly affected by culture, and is as constantly reacting upon culture, in the individual and in the nation at large. The basis of the highest culture is a right character. If, as Cicero somewhere says,

"only the good can be truly eloquent;" much more is it true that none but the good can be genuinely wise. Morality is never a hindrance to scholarship; but is always an assistant thereto, opening the mind and favorably disposing it to the further search and apprehension of truth, imparting a healthy relish for all knowledge and leaving the mind free and without distraction to gather its treasures from every source and to compact them in an ever-growing system and increasing beauty. No conception is more corrupting, and nothing is more false, than that depraved morals and high culture have some natural and necessary connection. The history of every literature which the world has ever produced disproves it by a thousand tongues. Moral decay has brought on literary degeneration and intellectual weakness again and again; not at once, but presently and inevitably. To seek to promote learning while we neglect or scoff at morality, is to pull down with this hand what we build up with that. Culture is not character; neither is piety scholarship or any substitute for it. And yet they are very closely, and organically related. A man does not think with his teeth: and yet he will essay to think in vain if so much as one tooth has its nerve exposed. And if a man's conscience rebuke him, he will find his whole mental equilibrium unsettled, and his powers of perception and reflection working irregularly and with prodigious friction. The best system of education must approve itself by its results in Scholarship and in Character; not in oulture alone, not in character alone; but in the harmonious development of both mind and heart in the fitting of the whole man for his entire career, here and hereafter. Manliness is its grand aim; the so-called Humanities are its instruments, those branches of learning which touch every faculty, and draw out in harmony every capacity and never forget that man is the child of God, the heir of immortality. Culture and Character are not to be identified: neither is the vital connection, between them to be sundered. Neither can reach its highest perfection without the other: either suffers when the other is neglected; and the vigorous and symmetrical development of both is the proper end of any System of Education, at once the surest proof, and the highest fruit of the national life and civilization. The poet's conception is strictly just:-

> "Let knowledge grow from more to more, But more of reverence in us dwell; That mind and soul according well, May make one music, as before; But vaster."

It is, therefore, by no means a question merely of professional or technical interest, which scholars or teachers alone may discuss, when we consider the Results of the American Educational System upon Scholarship and Morals; but one which is vital to the nation's welfare, which demands the patient thought of every patriot and of every philanthropist. What kind of scholars are we training? What kind of men are turned out from our Schools? If we look to it strictly, these questions go somewhat deeper than Presidential quarrels or disputed State Governments.

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- II. The American Educational System does not represent an arrangement of educational forces planned, and set in operation, and sustained by the national government, and uniform in every part of the land. No such system exists. As yet, the Federal Government has remanded all such matters to the control of the separate States. So far, therefore, as there exists a system which may be termed American or national, it results from the essential uniformity of the systems which are established, controlled, or recognized, in the several States of the Union. This uniformity is sufficient to enable us to speak with propriety of an American System. Its features may be described; its merits and deficiencies may be pointed out; and it may be compared with other national systems.
- 1. We begin with the free Public Schools. These lie at the foundation of our system of education, and do, perhaps, the most to give it uniformity. They are schools of primary instruction, established by law, sustained at the public expense, open without charge to every child in the commonwealth of prescribed age, during a fixed portion of each year. They are so distributed as to bring their privileges within the reach of all. and are provided with teachers whose competency to the instruction required is ascertained by a public test. They are designed to furnish instruction in the rudiments of knowledge, to fit their pupils for the ordinary business and duties of life, and to lay the foundations for further and more varied knowledge. There is no fixed limit beyond which studies in these schools may not be carried; and as matter of fact, the largest freedom is enjoyed, the widest diversity exists. The average capacity of the teachers; the varying demands of patrons; the fair equilibrium of public opinion; the level of general intelligence; these are some of the forces that concur to fix the standard for any given district or time. Whatever the public sentiment of a community demands and will sustain by the necessary pecuniary support, may be properly attempted and carried out. Where population and wealth are accumulated, as in our larger towns and cities, higher grades of these schools are required. and their pupils are carried far on into the field of liberal culture. The teachers in these schools are of the most varied attainments and character. In the larger schools, which are maintained through the larger part of the year, and in which tolerable salaries are paid, men and women of liberal education and of established character are employed. And these schools are drawing more and more of those who have taken a degree in the arts, and who purpose following teaching as a profession. The smaller schools, of shorter terms, and of more meagre compensation, are presided over by young men and women who are in a course of higher study, and who resort only temporarily to this work as a means of self-support; or by those who have not yet found their life settlement. and who fill up an otherwise unoccupied space in their lives by more or less successful experiments on a country school. The problem of setting superior teachers in every school-room in the land, is an anxious and unsettled one still. All teachers in the public schools must have a satisfactory moral character. Perhaps the majority of them are religious, in profession, at least. As a rule some religious exercise forms a part of

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each day's order; and a more or less decided moral influence is exerted upon the pupils by their teachers, by way of the regular discipline of the school, by positive precept, and by personal example. No statute regulates these things; and the public sentiment that surrounds the school. and is in the school, modifies and shapes this influence in a very marked degree. Only a very positive purpose on the teacher's part can well counteract these things. Parish schools and private schools, for primary instruction, are somewhat numerous in our country, and are probably increasing in number. It might seem that these should be included in the description which is here attempted. But they are not, strictly speaking a part of the American Educational System; they are rather exceptional in character and of uncertain standing. Particular sects and private individuals seek in this particular way to accomplish more satisfactorily to themselves what the Public Schools are meant to do equally for all. From the nature of the case the public cannot well judge of the quality of their work; and a more particular considertion of them may be omitted. passing, it may be proper to remark, that the multiplication of these schools and their growing patronage bodes no good to the intelligence and character of our people.

2. Next after the Public Schools comes the Academy or Seminary, Secondary Schools. These differ much among themselves, both in the standards they set up, and in the results they reach. But they possess a common character in serving as a means of carrying on the training begun in the public schools to a higher grade and a broader range, as a preparation, either for the College and Scientific courses, or for the general duties of commercial or civil life. They do not carry instruction so far as to confer degrees; and they do not provide instruction in the mere elements of knowledge. They presuppose the primary schools on the one side; and on the other they hand over their students to the Colleges and Scientific Schools, to complete what they have begun. Hence they are properly called Secondary Schools. They are not public schools; the State does not establish them, does not support them, does not control them. It simply recognizes them, and confers on a private corporation the necessary legal authority to maintain and direct them. Private enterprise and benevolence furnish the foundation and support of these Schools, and are the only resource for their enlargement. Pupils seek the privileges they offer, according to their own desires and ability; and the fees which they bring are the chief source of income. The Trustees employ the teachers, prescribe general regulations, and look after the material interests of the Academy. The Principal arranges the course of study. determines the classes, superintends the instruction, administers discipline, and is held responsible for the character and influence of the school. nearly all these schools religious character is required in the teachers; and a positive religious influence is exerted over the pupils. schools, more frequently than otherwise, are under the care of some religious denomination, or of a Board of Trustees that implicitly recognize the claim of the religious public, and make prominent and controlling the religious character of the general training they offer. It is believed that the number of Secondary Schools (not including the High Schools of

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our cities, which are virtually of this grade), which are not religious in name and purpose is exceedingly small. However, it may be explained, the fact is unquestioned.

These schools are fewer in number in the older States than they were a generation since; while those that survive are much better endowed and of a higher order. In the newer States these schools are very generally connected organically with Colleges, and share in the general supervision and influences that exist in these higher Institutions.

3. In the third place we come to the College (under which name I would include the Schools of Science), the school of liberal culture, which gives to its graduates literary and scientific degrees, and introduces them to the guild of learned men. No common standard of scholarship is acknowledged in these higher schools; the differences among them, both in what they require for admission to their privileges and in the quality of the training they give, are very great; their degrees are by no means of equal value. Many of the schools which are called Colleges and treated as Colleges are quite undeserving of the name. And yet despite all these facts, we may speak intelligently of the College, and be distinctly understood as describing the school of the higher education, the third in order after the Public Schools and the Academies.

Colleges are both private and State institutions, the former in far the greater proportion. The students in these provide for their own instruction in part by term bills, and are under such regulations and instruction as the Trustees prescribe. Almost all of these schools are distinctively religious in character; many of them are organically connected with some religious body. The teachers in them are men of christian profession, many of them are ordained clergymen. The studies of the College are selected and arranged with reference to the largest results in liberal culture. It is not the aim to fit men for any profession, for any particular occupation; but to train the whole man for his proper career in any place or surroundings. It is the gymnasium of manhood, not of particular powers or capacities. The College is a distinctive mark of our national institutions and life. It keeps even step with our growth, and wherever a new State is built there the College springs up at once to foster and to crown the lower schools. The oldest College (Harvard College, 1636) lacks only 20 years of the age of the oldest permanent settlement on these shores. The standards of scholarly attainment have been steadily advanced to keep pace with the growing intelligence of the people and the widened field of human knowledge. The best Colleges a century ago gave a less-extended range of studies than our best High Schools and Academies now provide. The Professors in these schools are, many of them, masters of the best learning of the times in their respective departments. The State Colleges differ from the private Colleges by having the pecuniary support and oversight of the State in greater or less degree, and by allowing to religious influence, a much narrower sphere. In quality of instruction, in standards of admission and graduation, in general appointments, they do not differ materially from private Colleges.

4. Beyond the college we have the several professional schools, which aim to fit their pupils specifically for some one of the learned professions,

and which generally, but by no means universally, require of their students a previous liberal education. These are the Law Schools, Medical Colleges, and Theological Seminaries of which one or more are often found combined with the College, giving the beginnings of the University preper. [There can be little question among those conversant with the character and workings of these schools that the Theological Schools are superior to the others in the range of studies pursued, in the thorough and scholarly methods of research and discussion which are there cultivated, and in the actual culture and attainments with which they send' forth their graduates.] These schools are, for the most part, sustained by the fees of pupils, or by private munificence; and they sympathize very closely with the state of general intelligence in the demands they make upon those who carry their degrees. The maturity of their pupils, their methods of instruction, the frequent preoccupation of the teacher in professional duties, make the personal influence of teachers much weaker here than in the lower grades of schools; and except in the Schools of Theology little care is bestowed to secure a wholesome and improving moral tone among the students.

The University, with extended courses of post-graduate study, designed to yield scholarly attainments of a higher order than the Colleges can furnish, and of a more liberal range than the Professional Schools can attempt, is yet to be developed and domesticated among us. Without pausing to enumerate several varieties of schools not here set down, which belong, virtually, to one of the classes already named, the American Educational System, is essentially described by enumerating as its constituent parts; first, the *free Public Schools*, second, the *Academies* or Secondary Schools, third, the *Colleges*, or Schools of the Liberal Arts, and fourth, the *Professional Schools*.

III. What Results in Scholarship and Morals are realized from this System? It will be desirable to estimate these results in themselves, and to compare them with those of former times. Are we securing the culture of mind and heart which we have a right to demand from this system? Is this culture keeping pace with the general progress of the nation? It will be convenient to consider the parts of this question separately. And we will begin with

A. Results in Scholarship.

If we were to form our judgment by what is said on this subject in School Reports, in Lectures on Education, in Centennial or Fourth-of-July Addresses, in the average Editorial or Magazine Article, we should conclude that American Scholarship equals, if it does not surpass, anything the world elsewhere presents, and is in a state of constant and very rapid improvement. Public opinion, gathered in this way, pronounces the results already attained satisfactory in a very high degree, and the possibilities of the case entirely unlimited.

If we were to judge of the case from what is said and thought about us by Englishmen and Frenchmen and Germans at home, we should infer that the results in high culture were very meagre and imperfect. We may have done as well as we could, being a new nation in a new world. But we have as yet no scholarship to speak of; no schools, or

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teachers, or libraries, or apparatus, to make scholars. For the very idea of genuine culture and for the attainment of it in any respectable degree, we must still a long time be indebted to the European world.

There are probably sufficient reasons for declining to accept either view, without qualification. It is not difficult to detect the strong bias which in each case leads to the view that is expressed. Satisfaction with everything that is American is a national trait, a part of one's patriotism. To doubt the results of our School System seems a species of treason which nothing can excuse. And more than that, we do not need to doubt it. And so on the other hand the average European, who is not travelled, who knows Europe well but America only in the most superficial way, who cannot conceive of scholarship as springing up in a country that is only two centuries old, that has none of the history and traditions and institutions which make Europe what it is; he has no place in his thoughts, scarcely a suspicion that it is possible for culture to exist outside the Old World.

A more moderate opinion than either of these will bring us nearer the truth. The most judicious men, those who are familiar with our Educational System in its theories and in its workings, who know best what we ought to look for, and who are competent to measure what we actually obtain from it, will be found essentially agreed. And their judgment will run somewhat thus: The standards of Scholarship in the several grades of schools in this country are steadily advancing; and the attainments in Scholarship are keeping pace with them. Scarcely any decade within this century can be named during which some substantial gain in both respects has not been realized. And at the same time we do not yet secure such results from any of the schools as they are capable of vielding. Our system, as at present administered, attempts more than it achieves, promises more than it performs. Good scholars may be found in all the schools. The country abounds with as fine material for scholars, bright, eager, witty, patient boys and girls as the world ever saw. But fewer of them, than it were desirable, come up to the higher grades. And those that do come appear there with a knowledge of less breadth and accuracy than they ought to have gained from their previous training: and go on to the end laboring under this early loss, and the weakness it has produced. The work of the Academy is thus conditioned by the work of the Primary Schools, and perhaps is marred by similar faults. The College is affected by the deficiencies of both the preceding grades, and too often suffers the evil it admits to be aggravated rather than remedied. The Professional Schools are open to many improvements: and the quality of work done in them is of an unduly low and meagre sort. The results of our system of education in point of scholarship, while worthy of remark and approval, while steadily improving, are not yet all that they ought to be, not all that they might be with the forces we have at command.

In the best of our public schools the scholarship is good; the foundations of a thorough education are laboriously and successfully laid. The teaching is done by thoroughly-equipped instruction, with skill and enthusiasm, and patience; and no praise need be stinted with reference

to the result. And it may fairly be presumed that such schools are multiplying; and that the example of the best will be followed by the whole body of our public schools.

Some suggestions in the way of inquiry may be in place.

1. A great deal is said in these days about improved methods in our Public Schools; teachers in these schools are constantly comparing methods, spend much time in Institutes in learning how to systematize their work and to do it, especially the mechanical parts of it, more effectively. The question is a fair one, how much in the way of clear sound knowledge on the part of our primary pupils comes out of all this devotion of their teachers to methods and new ways? The conducting of the exercises of the day in one of the rooms of a well-graded school has become an elaborate ceremonial. No one can safely attempt it who has not mastered the Collect for the day. And this machinery has run through every part of the public-school system. I cannot forbear the question whether some considerable part of it all is not a weariness to both pupils and teachers, for which no sufficient return in Culture or Character anywhere appears?

Method and order are indeed essential to real progress. But in a school, or anywhere else, they must be made the means,—never the end. It is of the first importance that our teachers be thoroughly-educated ladies and gentlemen. There can be little question that our Public Schools, as a rule are served by better scholars and abler teachers than at any former time. And the scholarship realized in these schools to-day will probably average higher than at any past time. The variety of subjects taught in these schools, the rapidity with which children are hurried over their course, the necessity of treating brightness and dulness alike, seriously check excessive congratulation here. Any one who thinks our Public-School System ideally the best possible, or its results perfectly satisfactory, is easily pleased, to say the least.

2. The Academies have been much affected by the general introduction of High Schools thoroughly organized in the Public Schools of our cities and towns. Their numbers have been diminished; their work has been more strictly defined as preparatory to the College and the Scientific School. In the best of them the results in Scholarship are excellent, decidedly superior to what was accomplished a generation ago. They are calling for the services of better and more permanent teachers, and are rapidly coming up to a rank by the side of the best Secondary Schools in the world. The example of the few like Williston Seminary and Phillips Academy is already affecting the whole body of these schools in the country; and is sure to affect them more and more. The demand of Colleges in their conditions of admission will always do much to fix the standards in the training schools; and the action and reaction between College and Academy must be very prompt and intimate. The Academy provides, in scholarship, what the College demands. The College does the best it can with the materials which the Academy provides.

It is extremely desirable, and seems entirely practicable, that our High Schools should distinctly recognize preparation for College as a regular part of their work, and adjust themselves to this natural relation.

Abundant facts already appear to show that these schools can do this work in the most effective and satisfactory manner; and the effect of such an adjustment of the High School to the College will be the enrichment of the instruction in these schools and the decided increase of the number of highly-educated men and women in society.

3. The Scholarship secured by our Colleges is by no means uniform, and ranges all the way from the highest down through the fair, the tolerable, the poor, to the execrable. It is possible to make a selection of Colleges in all parts of the country, whose graduates exhibit a sound and thoroughly-respectable grade of scholarship. Able teachers, in these Colleges, administer a thorough and full course, and accurate and thorough work is secured on the part of the pupils. And the standards are steadily rising with the growth of general intelligence and the advancing appreciation of culture in the nation at large. The general average of ability and power to teach on the part of College Professors has unquestionably risen somewhat steadily throughout this century; and stands to-day at the highest point it has ever reached. And the average Alumnus of these better Colleges is a more thoroughly-trained, and a more richly-stored mind than his brother of two score years ago. I should not point to the finer buildings, the larger libraries and cabinets, more numerous Faculties, or to the expanded course of study, as proofs. There are two views as to the effects of a crowded course. I should look rather to those places where mental skill and power are brought into exercise; in business, in professional life, in politics, in literary, philosophical, and scientific labors. In these latter fields American Scholarship is making itself known and respected in the world at large; and the young names of promise far outnumber those of the former generation. And the presence and activity of these scholars are reacting upon the schools of liberal culture, to re-invigorate their training, to deepen enthusiasm, to secure greater accuracy and wider research. This is the most satisfactory part of our educational system; and happily it is the part from which the most powerful influence can be diffused throughout the entire system. Our Colleges hold the key of the situation in their own hands. More than any other force they set the standards of culture. They furnish the men who give shape to all the other parts of the system. They exhibit models of men and methods which the lower schools will be sure to imitate.

Some experiments are trying in some of the Colleges upon which we cannot yet pass decisive judgment. Elective studies after the first year cannot perhaps be pronounced a failure; neither can the plan be deemed unquestionably successful. The substitution of several courses for the same degree, adapted to different tastes, instead of one course aimed at the average wants of undergraduates, must still prove its superiority in point of scholarship.

I have purposely divided the Colleges of the country into two classes. In Ohio particularly we are obliged to discriminate, in order that we may not be imposed upon by the College name. Too many schools flourish under the name of Colleges, and seem to themselves and to others to be doing the work of Colleges, and freely confer academic degrees, which simple truth forbids us to class with Colleges. Their courses of study

are seriously defective; their training is superficial and weak; their standards are low. Their position is anomalous, and their influence upon Scholarship is weakening and debasing.

4. Of the Scholarship of our Professional Schools I cannot speak with much certainty. The Schools of Theology are the centres of a very high order of learning; and the culture which their students secure is catholic, accurate, liberal. There is a question whether the students are sufficiently thrown upon their own resources, are trained in the art and method of investigation as they ought to be, are put on the work of criticism as much as it were well. But the scholarship of these schools is keeping even pace with that of the College and the School of Science. It is far more difficult to estimate the work of the Schools of Medicine and of Law; it is doubtful if the instructors themselves have any definite measure of it. A noticeable improvement has recently been introduced into the Harvard Medical School, by which the pupils are taken through a three years' progressive course of instruction; are rigidly examined at the end of each year and classified according to the result.

We observe next

B. Results in Morals.

The importance of this inquiry is not second to that which we have just concluded. If our Schools yield no positive result in moral character, or yield a pernicious result, they are an utter failure, whatever the kind or degree of Scholarship which they develop. Culture and Character, we saw at the outset, are not antagonistic ends, are not even discordant ends; but each agrees with, is aidant to, the other; and a system of Education is fairly judged by its results in both respects. The nature of the case demands this.

If we look at the morals of the nation at large, there seems to have been a decided deterioration within the last two decades. Defalcations, robberies, murders, outrages, crimes of every form and degree seem to occur with an alarming frequency and a growing boldness. Public and official speculation, and corruption, and bribery, seem greatly to have multiplied of late years. The sense of personal honor, the steady purpose of integrity and trustworthiness, in trade, in manufactures, in the common relations and transactions of life, seems in a measure to have decayed and fallen away. The newspapers are filled with the record of crimes and frauds and all the fruits of a low-toned morality.

I do not know how all this compares with what was formerly the case in the country. It may be a question whether the "better days" of our fathers were relatively so much better as we deem them. They are gone; the record of them was never so minute and full as we have of our own times. Possibly they were no better than we are. But, even if they were, we cannot in fairness lay our degeneracy all to our Schools. The demoralization of a great war, with its long train of evil influence, must not be left out of view. The natural effects of increasing wealth, of the shifting of population from the country to the cities, cannot be overlooked. The constant influx of foreigners, of low education and morals, and their rapid rate of increase, add serious difficulties to the problem how to keep the average of intelligence and character from falling. It must be a

matter of opinion, whether these and similar facts are sufficient to explain the apparent lowering of the tone of public and private morality of late years. And perhaps we can answer the question before us, without an exact computation here. So far as they have any effect, what is the influence of our schools upon the characters of their pupils?

1. We begin with the College. And the only fair judgment here is that College life and training on the whole are decidedly favorable to morality and manliness. There are many exceptions; perhaps in no case is as much realized as we can see to be possible. Yet I am convinced that it is the rare exception, and not the rule, that a young man comes through his four years of collegiate study with his moral sentiments debased and his moral purposes unstrung. To the great majority these years of delightful studies, and thorough discipline, and stimulating associations, and high examples, have immeasurably developed all manly qualities, have improved the tone and firmness of character, and powerfully predisposed the mind to religious truth if they have not persuaded to its hearty acceptance. I am persuaded there are no circumstances anywhere to be found more favorable to the formation of a sound and manly character than the ordinary conditions and occupations of College life. That so many enter upon the christian life while in College, is a proof of true impressibility and openness to religious truth. That so many there form their plans for life, in the choice of the ministry and the missionary work, shows that the College atmosphere favors pure and unselfish aims. The high character of the great body of College Professors in the country, their positive religious character and their constant influence in favor of vital religion and sound morality among their pupils, lead naturally to the result I have assumed. Often, even in State Colleges, where the Christian aim of Education is not so distinctly recognized, the presence of teachers of earnest evangelical spirit is sufficient to create an atmosphere that favors high personal character among the students. More is to be feared from a spirit of indifference and worldliness on the part of the Faculty, than from State restrictions, so far as the interests of morality are concerned. Without doubt Michigan University to-day is a safer place, so far as morality is concerned, than Harvard College, though the former is a State institution and the latter bears on its seal the legend "Christo et Ecclesiae."

Several things come in to check an unqualified approval of the moral results of our College training. Traditional practices and customs which are at variance with manliness, good breeding, and decency, sometimes neutralize more than half the good influences that are at work in a College. The presence and power of false notions of honor, or of morality, are a source of evil not easily overcome. The rivalries for College honors, the partisan support of a favorite Society, sometimes assume dimensions and excite passions that seriously interfere with the best results both in culture and in character, and leave the traces of their corrupting influence to the latest day. But in nearly every one of these respects the tone of College life is improving; and we may end as we began, by saying that the results of our College training are decidedly favorable to sound morality.

- 2. The same judgment, with some limitations, applies to the Secondary or Training Schools. The years spent in them are those in which young minds are most pliant and susceptible, taking quickly and deeply every strong impression, capable of all best and noblest things. And they are wont to start the young with a powerful impulse along the path of culture and high character. These schools are taught by younger, less-mature men, whose term of service is more uncertain, and whose interests are less identified with the school, than is the case with College Professors. They are usually young men of religious character, with enthusiasm, and of real power; but the character of the Academy and its effects upon the characters of its pupils are determined more by the Principal than by all his assistants. If he be a man with a real vocation, using his power with a manly purpose, he can do almost what he will with his pupils; can shape their hearts to the grandest purposes as he forms their minds for the finest culture. In many instances it is believed that these schools send forth to the College or to the world just such young men as we have a right to expect. And we are confident the tendency is toward better results in scholarship and morals among all these schools.
- 3. What kind of training in morals are our Public Schools attempting? The question is much debated whether they ought to attempt anything And from the multifarious discussion it is hard to make out whether they are doing a great deal or almost nothing at all. In settling this question, as I view it, the personal character of the teacher goes for more than any customary or prescribed religious forms or exercises. Could we be sure of having earnest christian men and women in all our public schools, I for one should think the great point gained. The positive, constant, pervasive influence and example of such teachers in all the daily contacts of the school life would secure more and better results in the characters of the pupils than all manner of religious teaching and exercises without them. The pupils in these schools are impressed more deeply and permanently by what their teachers are and by what they do, than by any special features of the daily routine. The impress of the spirit and character of a teacher always sinks deeper into the childish mind than all the other teaching she imparts. She can, if she will, carry her whole school with her in abhorrence of lying or theft or profanity or vulgarity of any kind. She can, almost at will, make her pupils lovers of temperance, of good order, of fair play; she can fill their hearts with true patriotism; she can teach them to reverence and to obey the almighty Father and Savior of all. And to achieve all this need not take one minute of her time, additional to what the due order and regulation of the school require. For she will teach and impress these things by what she is, by her own thoughts and sentiments, as eye and tone and bearing reveal them. Now every one, whatever his personal profession may be, must deem right character, in the respect above named, an important and essential result of our public-school training. If we do not secure these things we cannot secure scholarship; the great end of our schools is And to secure these results we must have teachers of the right sort; such as may fitly serve to our children as models of what they ought to be. Digitized by Google

Undoubtedly our public schools do something positive in favor of morality. They cannot be administered with even a tolerable degree of efficiency without contributing some elements to the training and improving of character. The regular order of the daily work, the methodical use of time they prescribe, the orderly and constant drill they furnish, the subjections and habits of respect; all the humanizing of social contacts; these cannot but yield some considerable results in the development and training of moral character. As compared with what many of the pupils in these schools would derive from other sources it is of real and great importance. That it should be less than a well-ordered family secures, is not surprising. To the greater number, if not to all, our public schools prove in some degree favorable to a sound and stable The American Educational System is not ideally perfect, perhaps falls below that of the foremost nations of Europe. But it is capable of expansion, modification, and improvement, to a remarkable degree. Nothing in it is so fixed and stereotyped that it cannot, for sufficient cause, be changed and bettered. The genius of the nation appears in its means of education; and we behold it constantly renewing itself, dropping off useless or injurious features, cordially welcoming new thoughts and improved methods, eagerly running the race for the best things that are to be had. Excelsior is the nation's motto, and the watchword of the nation's teachers. Whatever any nation in the world has to offer, that is better than what we now possess, we are ready and forward to assimilate and adopt. If other nations have better schools, and reach better results, we are sure to learn their secret and to improve its results. The very best methods, the very best teachers, the very best schools, that are any where in the world, or that are to be secured by any means; these are precisely the ends toward which our educational system is directed; this is the ambition of every teacher and of every patron of our schools. And this purpose is so strong, the feeling which lies back of it is so truly national and irresistible, that no obstacles, however serious or numerous they may seem, can long stand against it. We shall freely discuss all things; we shall freely interrogate every thing that offers itself as an improvement; we shall thoroughly test every new thing, and every new thought; but in the end we shall adopt or invent the best, and make it a part of our system. Other nations may lead us now; may lead us for some years to come. But we do not mean it shall always be so. If pluck, if hard work, if sound learning, if enthusiasm, and superior skill can win us the leadership, we mean to march in the van.

I speak of our system as a whole, the Public Schools, the Colleges, the Professional Schools. And this aggressive spirit, this bold purpose of the highest excellence, is the crowning feature of our system, the ground of the highest hopes for the future.

"Tho' much is gained, more yet remains
To win. And all I have seems naught
While better things remain to seek,
To find and make my own."

On the conclusion of Prof. Smith's paper, the Association adjourned until after dinner.

JULY 8, 1880, 2 P. M.

The Association was called to order and Prof. John Mickleborough proceeded to read the following paper on

THE PLACE AND TIME FOR ELEMENTARY SCIENCE IN OUR SCHOOLS.

The subject assigned by the committee, is stated in different language from the above on the program, but as here given it implies that Elementary Science should be a part of the course of study in our common schools, and it now remains to determine the place or grade in which to introduce, the number of years over which it should extend, and the time per week to be thus devoted. Place and time are here concurrent, inasmuch as a place necessarily implies some time for the performance of the work and vice versa. Therefore, the following divisions of the subject will be discussed in this paper:—

- 1° When should elementary science begin?
- 2° Through how many years should it continue?
- 3° How much time per week required?

Elementary Science. Before entering into a consideration of these topics, let us first explain what is meant by elementary science, and next enquire if the method that must be pursued is in harmony with the established principles of mental science.

An object-lesson course includes, among other things, subjects admirably adapted for lessons in elementary science, and when such are properly given, they furnish the very best examples of instruction in the natural history department of elementary science, to which your attention can be directed. These lessons require careful and accurate observation, and as in object teaching demand a full and accurate statement of all that has been discovered during the investigation. As to the scope and purpose of object lessons, your attention is directed to a paper read some years ago before this Association. (I refer to the paper of Miss Delia Lathrop, then Principal of the Cincinnati Normal School).

It is a great mistake to limit object lessons to two or three of the lowest grades of our schools; on the contrary, true object teaching should form a part of the high-school and college curricula. Take for example, an object lesson on a leaf, flower, &c. Why should the work be discontinued when the child enters the third or fourth reader grades? Does the work become too difficult? Are there certain elementary lessons on these forms adapted to the capacities of the younger minds, and then suddenly a series of insurmountable perplexities arise which require more matured intellect to comprehend? The work may continue profitably, year after year; under the guidance of the teacher, the sphere of observation may be enlarged until during the high-school course a majority of the three or four hundred flowering plants of the neighborhood will be recognized readily, and the botanical affinities promptly stated. What

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has been said with reference to plants, is true of a number of animal forms and also of minerals. Now, if it can be established that such a course affords or occasions mental activity in a degree compatible with the mind's highest energy, then these elementary and advanced-science lessons are pre-eminently an important part of the work of our common schools.

The practical value or utilitarian character of this work, although a strong argument in its favor will not be discussed for want of time. A lesson to-day on the cat, to-morrow on coal, and the third day on a chair or a flower, may be of some importance in imparting information, but the lack of a common relation, to a very great extent, defeats the end to be attained. Object lessons upon common things, such as articles of school furniture, are very appropriate, but in the lessons on objects of natural history, there should be some system in the arrangement of topics, so that not only parts, qualities, and uses may be perceived, but also the first easy stages of the inductive process of classification may be instituted. In acquiring scientific knowledge of natural forms or natural phenomena, there is but one method of procedure.

- 1. Observation, which also involves correct statement.
- 2. Tying similar facts into bundles and labelling, or Generalization.
- 3. Deduction, and finally, Verification.

The most elementary object lessons involve a correct use of the five senses, for through these five avenues, and these only, do we gain access to the intellectual being, so far as a knowledge of the external world is concerned. These senses the child of six years possesses in number, the same as a Huxley, Hæckel, Gagenbaur, Rolleston, or Tyndall; the difference being one of development, not of number. Accompanying the observations there should be, in every case, the correct and clear statement; for this is the evidence to the teacher or fellow-associate, that the observations have been made, and truthfully interpreted. As the powers of observation are developed, the classifications or tying together of similarities are more minutely carried out, and thus the elementary work merges imperceptibly into the most profound problems of natural science. The object-lesson course is not to be a series of information lessons on all sorts of strange subjects, in which the teacher is expected to impress upon the minds of the pupils a definite or an indefinite number of disconnected facts, which in turn are to be retailed out on examination days. The cultivation of the senses and of the language of the pupils. is of more value than memorizing tabulated statements. While external perception is exercised, let the objects presented be in such relation that the investigations will lead the student into the mother science. plant lessons at first very elementary, yet advancing as the perceptive, and other faculties are developed, will lead, eventually, into the truths of Botany.

The animal lessons, whether on insects, mollusks or the familiar vertebrate forms, will enable the student, by degrees, to comprehend not only the general principles of Zoölogy, but the more profound truths of Biology.

This is true also of lessons on a lump of coal, a piece of iron, or the plumbago of the so-called lead pencil, a knowledge of Mineralogy being the result.

By elementary science, then, we mean an object-lesson course, properly arranged,-not the entire course, but a part of it,-not information lessons merely, but lessons for the cultivation of perception and the faculties involved in the inductive process of classification or generalization. Here in the great book of nature is the grandest and most ample field for the exercise of perception—here the memory is afforded the widest and yet most positive range for its activity, and here the higher powers are employed in the inductions consequent upon the syntheses that must be established. The time allotted for this paper will not permit the complete psychological discussion which the question deserves, but briefly, there is no part in the course of elementary science, on account of its complexity or difficulty which requires the banishment of the work from the common-school course. The intellectual capacity necessary for these lessons the children in the common schools possess, and the great book of nature is spread out before them, ever inviting by its beautiful tints. variegated colors, exquisite forms, and graceful outlines. reader is, by some teachers, considered the proper text-book for these lessons in science, and the class is required to study the few simple statements about plants or the parts of a flower, etc., and for illustration is referred to the pictures at the head of the lessons; far better invite the class outside the school door, and there let each member gather specimens and read from nature's pages and behold her perfectly-executed. forms. Information lessons on natural objects are among the very worst lessons for reading purposes. A good third, fourth, or fifth reader will usually have a minimum number of such lessons. A book containing facts and principles pertaining to elementary science is designed for one purpose and a good reader for another. When the reader becomes a sort of family patent medicine good for all purposes, for all persons, at all hours of the day, there is room for doubting its especial adaptation to any Fellow-teachers, let nature be your chief text-book, for in it you will find a vast and generous supply, and in perusing it your classes will experience the highest enjoyment and the greatest mental discipline. Step by step it will become more and more attractive, alluring to greater heights, a purer atmosphere, and a clearer sunshine of truth. Take as your own dame Nature's invitation to Agassiz, as expressed by Longfellow:

"Come, wander with me" she said,
"Into regions yet untrod,
And read what is still unread
In the manuscripts of God."

The reasons for advocating a course of lessons in elementary science for our common schools are based on the following considerations:

I. They are in accord with the truths of psychology.

II. As perceptions of agreements and differences are accurate and full, the concepts become clear and distinct.

III. Accuracy of statement or precision of language is secured by clearness of the conception.

IV. The materials for illustration, so abundant each student can be provided.

V. In the inductive sciences are to be found problems of such degrees of difficulty as to arouse the mind of the child of six years as well as that of the intellectual giant to its highest energy.

When begin the course? The first question propounded, has been answered. Elementary science should begin during the first school year, and the topics to be presented are found in every carefully-arranged object-lesson course.

The second question—through how many years should these science lessons continue? In the educational career of every person, there finally arises before the mind several avenues of intellectual research. One of these broad highways must be chosen, and success will attend that person who chooses wisely and who thoroughly masters every inch of the ground. It is true many of the converging, diverging, and concurrent paths must not be overlooked if the chieftainship in that department is to be gained. But before this period of selection arrives it is the province and duty of the common and high schools to present a course of instruction in the inductive and deductive sciences, so that our young students shall possess a breadth of culture which is attainable only through such instrumentalities, and shall secure the highest, fullest culture of head and heart. Inspired with self-reliance, and clothed with power, they will work out for themselves the truest and noblest problems of life.

Time per week required. In the lower grades, three or four half-hours per week, or the usual time given to objects lessons is all that is required. As the investigations become more exhaustive, the length and number of lessons may be increased, until four hours per week are assigned to the department of natural science.

Subjects and their order. As to the subjects which this course should include and the order in which they should be studied, we agree, in the main, with the opinions of Prof. A. H. Tuttle, as expressed in his paper of last year. When the general object-lesson course gives places to selected topics bearing upon the mother sciences, and the lessons are so related as to lead in one direction, the first should be Botany: Why?

- I. The materials are most abundant.
- II. They are easily preserved.
- III. The objects are inviting and attractive.
- IV. The observations are easily made.
- V. The language is simple and expressive.

VI. It is related to other subjects, as Physical Geography, Biology and Geology, especially the department of Paleontological Botany.

VII. Its practical value is not superseded by any other subject.

Following the plant lessons we would introduce a selected course on animals. Lessons upon insects may be a part of the zoölogical course, and the scholars will be able to trace the metamorphoses through the various stages of larva, chrysalis and imago. How important and invaluable to the boys and girls in our country schools, is the knowldge of plants and the study of insects injurious to vegetation.

The practical value—not to speak of the mental discipline—of lessons on

certain vertebrate forms, may well receive attention for one moment. Fish culture is now, and will continue to be, one of the important factors. in State and National Legislation. Again, how desirable and important is the study of birds? We would not expect our young students to master, during the few years school life, all the nomenclature of Entomology. or Ornithology, but the foundation can be laid, and simultaneously with these underlying principles comes the power to employ these elements in greater acquisitions in the most exhaustive investigations. The place for lessons in Physics must not be overlooked, nor their value underestimated. But the recognition, and true expression of the laws, and principles of Nat. Philosophy cannot be obtained from the younger classes, while the observations in Botany may be commenced with the youngest pupils-We would offer then the following arrangement of subjects for an elementary science course; first lessons on plants, second on animals, third physics, and then physiology. With the school period extending from the age of six to sixteen, there is ample time for the course, without infringing upon the departments of language, geography, history, and mathematics.

Prof. Huxley, in speaking of primary education, commends the subjects just mentioned, and says:-"The system is excellent, so far as it goes, but, physical science, its methods, its problems, and its difficulties, will meet the poorest boy at every turn, and yet we educate him in such a manner that he shall enter the world as ignorant of the existence of the methods, and facts of science, as the day he was born." The same great author still further observes:-"The modern world is full of artillery; and we turn out our children to do battle in it, equipped with the shield and sword of an ancient gladiator. Posterity will cry shame on us if we do not remedy this deplorable state of things." "It is my firm conviction," says Huxley, "that the only way to remedy it, is to make the elements of physical science an integral part of primary education. Mere book learning, in physical science, is a sham and a delusion-what you teach, unless you wish to be impostors, that you must first know; and real knowledge in science means personal acquaintance with the facts."

Fellow-teachers, it may not be possible for each of us to stand on the outer picket line of thought and investigation, and there discover new forms, and formulate new principles which shall become permanent guides to all future scientists, but we may do much valuable service for the children, by aiding them to use their senses; to state their observations in well-chosen language; to take the necessary analytic and synthetic steps; to compare; to generalize; in short, to think, by presenting occasions for the highest mental activity and energy.

The discussion of the subject was opened by Dr. Jacob Tuckerman, President of Grand-River Institute. His remarks were as follows:

The able and elaborate paper of Prof. Mickleborough is a fitting supplement to the article, upon the same subject, read at the meeting of this Association in Cleveland, one year ago. He has certainly made an at-

tempt to meet a pressing need and has presented a plan for the systematic study of the Natural Sciences in public schools. Last year the question was asked, "What has been done already?" And the answer was, Nothing either definite or systematic; and to the question, "What has been said?" the answer was given "Little that is satisfactory."

. So far, then, as organized and systematic labor is concerned, the field is new.

From time immemorial, the number 3 has ruled in education as in many other things. The ancient Persians were taught "to ride, to draw the bow and to speak the truth," with variations of course. Their leading motto was meagre fare, violent gymnastics, and easy mental exercise.

The Greeks were taught letters, music, and gymnastics. In Ohio, for three years, some of the teachers have been endeavoring to reach a little beyond the three historic R's and to introduce in regular form the study of Natural Sciences, or at least some of them. Assuming the object of the public-school to be the one stated in the paper just read, viz.: "to prepare for future activities," it is pertinent, just here, to ask, 1st, Is the proposed change needed? and 2nd, Is it wanted? To the first question I reply yes, it is needed. Ignorance is "weakness and waste." Each generation should have the advantage of the experience and attainments of the preceding. The highest of the past should be linked to the lowest of the future in order that the inheritance of the race may be improved upon. and enlarged. These studies are needed to bring out the mind in such harmonious development as to make every man a sound, and wise thinker, and a discreet and reliable actor; needed to quicken the intellect in the attainment of knowledge; needed as helps to invigorate and strengthen the memory; needed to give the power of clear analysis of logical reasoning, by induction, by deduction and by exclusion; needed to carry the discipline and culture of the man and the citizen to the highest attainable point; needed as aids to the formation of character; the basis and substratum upon which all other qualities and attainments rest.

Needed by teachers to lift them above the drudgery of mere mechanical work, and programic routine; from seedy and strictly professional forms of thought; from the teacher's self-complacency which so easily springs from constant association with minds less thoroughly trained than their own; needed to keep them from being opinionated churls, and to help them to be men as well as masters.

Needed, most of all, by the Common-School system itself, to give it that completeness, that perfection and symmetry which will cause its friends to rally to its support, and make it invulnerable to the attacks of misers and bigots.

In the advocacy of the study of the sciences, the immense, nay indispensable value of mathematical and classical study as the basis of all professional education is fully admitted, yes insisted upon. Linguistic study furnishes the most direct means for reasoning by definition. Daniel Webster averred that his power of "striking the marrow" of law questions came from his previous attention to "precision in definition." Mathematics aids largely in deductive reasoning as well as in inductive, while

both methods are employed in the study of the various branches of the natural sciences, and in some of them, especially Botany, reasoning by exclusion, is particularly prominent. The real value of all will be lost unless the study shall lead to what Sir Wm. Hamilton calls "clearness, completeness, and concord" in thought—a clear and complete knowledge of things and their relations and uses, with the power of deduction, supplementing primary induction.

Are they wanted? I fear the actual need is inversely as the square of the felt want. From the report of the State Commissioner of Schools, I find that in the whole State, the whole number studying Botany, is given as 2636; Philosophy, 3716; Physiology, 4220. The demand certainly seems to be inversely as the estimate of the need as made by the professional teacher, and by comparing the Statistics of the only county, where they were gathered 30 years ago, I find no perceptible increase in the number within that time.

The two distinguished educators who have given schedules of the studies, have placed Botany first. It is studied least and scarcely at all in the public schools of the cities, where these educators reside. They place Physiology last, but it is studied most, and chiefly in Cincinnati.

With a high estimate of the opinion of each of these professors, I nevertheless, prefer to place Physics first, Botany second, and Physiology third.

My reasons for preferring Philosophy first, are the materials for illustration are relatively, in the city more easily obtained, and in the country nearly equally so. It can be taught in all seasons. The subjects considered are more readily made the topic of conversation in the home circle, and among young companions. They are more immediately connected with the practical employment of every-day life and the reading of the common people. The different grouping of subjects are more readily perceived; the difference more easily marked and may be discovered without pushing the analysis until it becomes "painful accuracy carried to the last degree of painfulness."

But if either of these branches shall become an integral portion of the common-school curriculum, the teacher must bring them there and keep them there. The American school system has been called an "eye-opener," yet the teacher is the agent by which it operates. The instructor must be prepared to do the work, and do it so well and thoroughly that he may become an efficient instrument in preserving the system in its soundness and integrity. As an auxiliary to the work, I move that an effort be made to have the elements of Natural Philosophy and Botany, or one of them placed in the list of studies, a knowledge of which shall be necessary in order to secure a certificate to teach a common school.

I believe the matter has been optional long enough; that the teachers as a body, will not be prepared to teach either of these branches unless required to pass an examination therein. *Induction* is not strong enough to induce uninclined teachers to study Botany, Physics, or Physiology.

I would move upon the enemy's works at a point which presents the fewest obstacles. This is not a case where partial reform is worse than no action at all. We cannot carry the whole line at once. Let us try to take one fort, and if we succeed we will try another.

The question of asking the Legislature to add various branches to those now required for a certificate, was discussed and several motions made which were lost or withdrawn. It was finally resolved, as a substitute for the other motion, that the whole subject be referred to a committee consisting of E. T. Tappan, Jacob Tuckerman, and John Hancock.

A paper was then read as follows by R. W. Stevenson, of Columbus, on

NORMAL SCHOOLS AND INSTITUTE WORK.

The Public-School system of Ohio is divided into five class, viz.: city districts of the first class, city districts of the second class, village districts, special districts, and township districts. The first three classes may be called, for they really are, graded schools; and the last two ungraded schools. Schools of small villages may also be included in the last class.

The qualifications of teachers, the management, and the conduct of these two classes of schools are separate and distinct. The one is thoroughly organized, the other is not; specially-trained teachers are sought for in the one, they are not in the other; permanency is a feature in the one, constant change in the other; success and ability have their reward in the one in better pay and honorable positions, in the other the question of salary over-rides all other considerations—the cheapest teacher is generally regarded as the best; in the one, general intelligence and culture are looked upon with favor, in the other they are no recommendation and are often regarded with disfavor. The abyss between the two classes of schools has become so deep and wide, the teachers refuse to meet together in the same institute. It is claimed that what is valuable for the one, is useless for the other. Orthography, reading, arithmetic, &c., cannot be taught, as it is believed, in both classes of schools by the same methods. It may do to reduce a boy to submission in a graded school by using a rattan, but it would never do in an ungraded school, in this case an apple-tree sprout would be the only effective instrument. This abyss has, year by year, between the graded and ungraded schools, grown more and more impassable. Many have entertained hopes that our institute system would bring the teachers of both classes together and unite them in one harmonious whole.

But it has failed, and in many instances the teachers of one class are arrayed in hostility to the other. The school laws of our state tend to widen the breach. The law provides that there may be one class of examiners for the teachers of ungraded schools, and another for teachers of graded schools; that the fees paid into the institute fund may be separated, one for the benefit of one class and one for the other. This has led to the organization of institutes for each class. In all the counties of the State which contain the large cities, separate institutes are held. Another cause of separation is, the larger cities have established Normal Schools for the training of their own teachers, and have virtually shut the door against the employment of any others who have not passed through them, or had a similar course of normal training. These features of our

school law have fostered the jealousy and class feeling which we all agreeis detrimental to the best interests of our state system of education.

There is a growing, sentiment among the teachers of ungraded schools, against the employment of persons who are engaged in graded schools, however competent they may be, as instructors in their institutes.

They prefer rather to employ teachers from their own ranks, although, they may know them to be wholly incompetent. They act upon the one-thought—the graded school men shall not have their ears nor their money. They feel that they are always safe in opposing any and every meas—ure the graded-school teachers propose. This feeling was shown to exist in the efforts recently made to secure county supervision. The opposition came almost wholly from the class of schools it was sought to benefit.

The whole number of different teachers employed in the State in 1879; as given by the last report of the State Commissioner of common schools, was 23,487; of this number, 5,201 were employed in graded schools, or about 22 per cent of the whole number. These figures show that the interests involved in popular education in Ohio are more than fourfeld greater in the ungraded than the graded schools. The public schools of our cities and towns are in excellent condition and are serving the purposes for which they were established. They give character to our system of public education.

But the truth is the educational advantages offered to the great mass of the youth of the state come far short of what is intended by the spirit of the school law. It is conceded that the ungraded schools of the state are gradually improving, and have been for a quarter of a century. They have better school-houses, better furniture, more enlightened school officers, and in some directions, some intelligent teachers.

The county institute has done much good, and yet; it has not accomplished a tithe of the good it should. It is held in most counties once a year for four or five days, and affords the only means nine-tenths of the teachers in the ungraded schools have of special training or preparation for their work. These institutes, when properly conducted in the time-allotted to them, are profitable in proportion to the previous training and the professional knowledge of the teachers. The young and inexperienced are incapable of appreciating the lessons and lectures on methods of instruction and management, because they have not the remotest conception of the teacher's calling farther than that of having the children say their lessons. They go from the institute disgusted with the exercises, believing that all they need is a certificate, authorizing them to teach and a school to keep. As for the rest, they have unbounded confidence in their own ability.

All that can be accomplished in these institutes is to give better methods: than those which the teacher has already tried, to correct, to direct, to suggest, enthuse, inspire, but in no sense to train. This is the true mission of the well-conducted institute.

To trained and experienced teachers, with wide-awake and competents instructors, it is a most valuable aid, but to the untrained and inexperienced it is valueless.

When our institute system was created, the friends of the measure be-

lieved that it would in part, at least, fill the place of the normal or training school.

But experience has taught us that it cannot do the work of the normal school, and at the same time accomplish the objects which legitimately and properly belong to the institute. The work of the Normal school is fundamental, that of the institute progressive. To make valuable and interesting institutes there must be good normal schools.

The total receipts for institutes for the year 1879, were \$29,789.19. It is charged that a large part of this sum has found its way into the pockets of county examiners, who had not the qualifications for institute work. If this be true, it is an abuse which the teachers have in their power to correct. It is not an argument of any weight against our institute system. The great mistake is in depending upon the institute to take the place of training schools for teachers. Both are needed in a good and thorough system of public education.

It is not my intention, in this paper, to present arguments in favor of normal schools. No new arguments can be advanced, and with the old you are familiar. We all agree that professional training schools for teachers are necessary and of vital importance. The best educators, and many of the ablest politicians have advocated the measure for a quarter of a century. And yet the State has done nothing.

Private enterprise has done something. To the enterprising men who, without aid or even encouragement from the State, have invested their means, and given their talents and energies to build up private schools for training teachers, the State owes a debt of gratitude. They have done valuable service.

There may be great defects in their course of study and in their management, but these may have arisen from circumstances beyond the control of the managers. They were not always able, out of their limited resources, to employ the best teachers, nor could they secure a paying patronage without sometimes resorting to questionable means. No one will question the statement that these private Normal schools have done a good work. Wherever their pupils are to be found, there are better schools, but the number is so small, the work they do is almost imperceptible. The persons who attend these private normal schools are from the rural districts, and return to their homes with new impulses and with higher purposes.

To improve our system of public instruction, radical changes are necessary. Our school law is like an old and worn garment. The holes and rents have been patched with all sorts of materials.

The late codifying commission have sewed these patches together in their attempts to make a new garment. In the present school law we have the result of their tailoring. It consists of the united patches which were put upon the old. It is a splendid specimen of the art of patching. A silk patch may well represent the law regulating the graded schools, and a paper patch the law pertaining to the ungraded schools. These two patches covering most of the surface of the old garment were sewed together by the wise and skilful codifiers.

What is needed to unify and harmonize our school system is a new law, all the parts of which will be consistent, organizing one beautiful and symmetrical system of public instruction, under which the teachers in both classes of schools will have equal privileges and equal opportunities to rise to positions of usefulness and honor.

The weakest and most objectionable part of our school law, is that which pertains to the examination of teachers. In accordance with law, a portion of teachers are compelled to appear before a dignified, and sometimes learned body known as county examiners, every six months; another portion every year; and another every two years, to exhibit their stores of knowledge and to be presented with a certificate of the quantity and quality of the same.

The frequency of the appearance of the teachers to pass the ordeal of an examination, depends upon the locality in which their lines have fallen and largely upon the ignorance, or learning, or good humor of the examiners. School life has an end, but these examinations end not, but grow longer and harder till death ends all. Often it is a blessed relief.

Sometimes it happens, the more the poor teacher knows, and the broader his culture, the poorer his chances for passing the required test of an ordinary county examination become.

Our whole system of examinations is unjust and absurd, not to say so humiliating that necessity alone brings a man to endure it.

It breaks down a man's pride in and for himself.

The object is to keep out of the schools, persons who have not the natural, moral, and literary qualifications to teach. Does it accomplish this object?

If it does not, let the whole system be abolished, and something that will, be substituted in its place.

The average amount which is paid per annum, to the examiners, is about \$30,000. This considerable amount paid out by the State each year, is the interest at six per cent of an investment of half a million of dollars. But the expenditure of this amount of money, is comparatively a small sum for a great and rich state like Ohio to spend for educational purposes. The question is, is it the best possible use that can be made of the money? If it is not, how can it be used to a better purpose?

It certainly requires no great penetration to see that no number of examinations can, or will add to the qualifications of a teacher. Their object is to find out who is qualified to teach. This has to be done from the material that is at hand. If there is no good material, the standard of the article must be correspondingly decreased in value. Each county board of examiners may issue certificates to those applicants only, who are best qualified, and yet it may be that not one in ten of those who are granted certificates, possess good qualifications.

What then is needed back of these examinations?

I know there is but one answer in the minds of all who have studied this subject, and it is that Ohio needs a system of Normal schools. This we have asked and begged from the General Assembly of the State, for thirty years. Our importunate prayer has not yet been heard or heeded. Many have become weary of asking. Prominent among those who have not grown weary, but continue to pray and to work is our co-laborer, John Ogden. Last winter he issued a circular calling attention to the

subject, and giving the outlines of the organization of a system of normal schools for the State. The plan which I am about to propose, will correspond to his in its main features.

Let a bill be passed by the General Assembly providing for the appointment of a State Board of Education, consisting of eleven or twenty-one members who shall be active and representative school men, whose executive officer shall be the State Commissioner of Common Schools, or better, a State Superintendent. Their duties shall be to devise plans and suggest such measures to the General Assembly, through its proper committees, as will further the educational interests of the state.

They shall have special charge of the State Normal Schools, suggest to the General Assembly the necessary appropriations for the same, account for expenditures of all funds entrusted to them, elect principals and teachers, and determine the salaries to be paid, and the tuition fees to be paid by the pupils, prescribe the curricula of study which shall be the same in extent in all the schools, shall conduct or superintend all the examinations and decide upon the qualifications of pupils, and to such as are found qualified to teach, to grant certificates, which shall be good for five years, and afterwards, if the holders of the same have been engaged in teaching and have been successful, the same shall be extended for life. These certificates shall authorize the holders to teach in any public school in the State, such branches as are enumerated in the certificates. I might go on and enumerate farther the duties of this Board, but the above are sufficient for my purpose.

No person is allowed to teach except he holds such a certificate issued by the Board.

There being no other source from which legally-authorized certificates could be obtained, for a time it might be necessary to adjust the standard of qualifications to the circumstances, or the new order of things.

Certificates are now issued to teachers by more than one hundred and fifty different Boards, and all, I have no doubt, wish to do the best possible thing for the schools of their respective localities, but they differ in their estimate of what should be the qualifications of a teacher, their methods of conducting the examinations, and in their required standard of morality and character. A candidate who succeeds in obtaining a certificate of high grade from one Board, fails utterly before another. A former law which authorized the district courts to grant certificates to applicants to practice law, has been repealed and the power is now vested in the Supreme Court. Under the old law, the examination was a farce, and certificates were granted to almost any one who applied. Now the examination means something, for it is searching and thorough, and none dare apply unless he has studied and knows the principles and science of the profession. All good lawyers concede that this change will greatly raise the tone and literary character of the lawyers.

A consolidation of Boards of examiners of teachers, would have the same effect.

As but one examination is required of the lawyer, or the doctor for the period of a life, let teachers be put upon the same basis.

There are several private normal schools in different parts of the State.

These might have the aid of State patronage, provided such arrangements could be made with the proprietors, as would put them under the control of the State Board.

Further, there may be colleges in the state in connection with which these normal schools could be established, and save at first, at least, the expense of buildings. These schools should be, exclusive of city normal schools, at least ten in number, and so distributed as to accommodate all persons in the State who wish to prepare for teaching.

There are in the State 23,487 teachers. Twenty-five per cent of this number retire from the profession and from active service each year.

This is a low estimate. These must be supplied annually by new recruits. Hence, each year, not less than six thousand persons who have never taught enter the profession and begin to teach for the first time. Suppose for a time it is necessary to charge a small tuition fee, and that fee be fixed at twenty-five dollars per annum, the amount would be one hundred and fifty thousand dollars each year.

If the amount now paid county examiners be added to this, there is the sum of \$180,000 to be divided among the ten normal schools each year. The annual income of \$18,000 would be almost sufficient to sustain each school. Attendance would be compelled, for in them alone is vested the power to issue certificates. To attend these schools to prepare for teaching, after a course in the district or town schools might be regarded as a hardship.

It would be more difficult to get a certificate than it now is, we confess, but no more would be required than in the other professions, for which special preparation is not a whit more necessary.

By means of such a system of normal schools, a few years would suffice to send trained teachers, equal in scholarship and professional knowledge, to all, even the most obscure district of the State.

In scholarship and attainments the teachers of both classes of schools would be put upon the same level, and have equal chances to get the good positions.

The jealousy and ill feeling now existing between the two classes would quickly disappear.

Their qualifications being the same changes from one class of schools to the other would be common.

No longer would there be any reason for attempting to make our institute do the impossible work of training teachers who are unacquainted with the first and most elementary principles of the science and art of teaching, and at the same time do the legitimate and proper work of an institute. Every one knows that a teacher who possesses good teaching ability will succeed well as an instructor in any of the two classes of schools. A graded and an ungraded school can differ only in management.

The instruction which is given to a body composed of teachers of both classes of schools upon management might not be in all respects profitable to all, but in all other respects the instruction which is adapted to one class would be equally adapted to the other. Great good would result if the teachers of both graded and ungraded schools could be trained together in the same normal schools, and be brought together in

the same institute. They would materially help each other. The institute lecturer who could instruct the one would help the other.

As our institutes are now conducted, the returns which are made are not equal to the money expended.

The instructors are sometimes below the average teacher in sbility and experience, chosen because they have been so fortunate as to be placed in a position to influence their own appointment as instructors. To the small sum of money in the county treasury, called "institute fund," in some counties, a half dozen persons, whose eagerness to possess it is only equalled by their inability to earn it, look with longing eyes.

Lawyers, doctors, and preachers who never taught a day in their lives have their eyes fixed on this little sum from one year's end to the other. Sometimes the president is paid fifty dollars, the secretary fifty dollars, and the remainder is given to a number of persons for short essays and talks on disputed points in grammar, and the solution of eatch problems in arithmetic. It is taken for granted that the teachers are ignorant of the branches which are taught in the schools, and in many instances, this may be true, so an attempt is made to teach them, but is attempting this in the short time given to an institute, absolute failure is the result.

Frequently young persons who have no conception of what is implied in the word "teaching" are deteived because they have been led to believe, that a sufficient knowledge of the common branches to teach an ordinary country school, could be acquired during the session of an institute; at least, their attendance would be looked upon with so much favor by the county examiners who have the institute in charge, that with little trouble they will be able to procure a certificate at the examination which follows the close of the institute. Their hopes are often realized.

The institute has its proper place and has done great good to the teachers of the State, but to be really valuable it must not be regarded, in any sense, a school for educating teachers. To be useful, it must be confined to its legitimate work.

From the county superintendents, the principals and teachers of normal schools, first-class instructors could be obtained, and should it be thought best, to secure the services of eminent lecturers from abroad, the teachers would be willing to contribute as liberally as they do now.

We all agree that we should have county supervision, a State Board of Education, and Normal Schools, but there remains the all-important question, How are these measures to be obtained? We have asked for them for nearly a quarter of a century.

Other States have secured them. Is it because our own people are less intelligent and appreciate less than other States the advantages of a thorough system of education? Is it because New York, Pennsylvania, and Indiana have more active, wide-awake, and able schoolmasters than Ohio? Is it because we lack State pride or are incapable of organizing a more perfect system of public education? None of these reasons will account for the failure of our efforts.

There are causes for our failure which if we have not failed to discover we have not been able to remove. One of the causes of failure may be,

that while we have agreed upon measures, we have not been united upon the mode of procedure to secure the necessary legislation. We have not had a mutual understanding in any definite and systematic plan of action. We have worked so diligently and earnestly for the interest of education in our own particular localities, that the force left within us for general work has been a spent force.

Again we have a sort of horror of being considered politicians even in the good sense of that word. Until we get rid of this feeling we need not expect to carry any measure, which, in itself is non-partisan, but nevertheless political.

The office of the teacher is a political one but not necessarily partisan in its character. The partisan politicians of the State have discovered that we have a dread of politics, and they have presumed upon this dread and fear upon our part, to injure any measure we propose unless it will subserve partisan ends. We may not lack faith in our plans for the improvement of our State system of education, but we do lack the courage and persistence to push them as we should. We have many Calvins, and but few Luthers. The cry of "book-ring" by a corrupt legislative-ring of blustering partisan politicians has frequently driven the panic-stricken teachers from the field and struck them dumb as stones. As an example of this, we call attention to the recent Republican convention. From our profession there were several candidates for the nomination of State School Commissioner, and among them some as good and able men as we have in Ohio. To defeat the nomination of any one of them, the cry of book-ring was resorted to, but, to the credit of the convention, an incorruptible and competent school man was nominated.

The influence of teachers may be somewhat diminished by a certain class of unprincipled place hunters and subs of sub-book agents who traduce persons in positions to drive them from their places because they want them, and because the text-books in favor are not such as they represent. This contemptible class of slanderers whose ends are selfish and mercenary, should receive at our hands, heroic treatment.

They call to their assistance the worst and most dangerous elements of society, and sometimes succeed in manufacturing a sentiment strong enough, for the time being, to injure the character and standing of the person in power.

Another cause of our failure is, we have not had, for many years, a member in the General Assembly who was an acknowledged political leader, and at the same time comprehended the educational needs, and had so true an appreciation of them, that he felt it to be his duty to press the necessary legislation with all his power. We have not had a Rice or a Worcester in the Legislature for a long series of years. Time and again our Commissioners with the assistance of the schoolmasters have embodied in bills such measures as would greatly improve our school system, and have secured for them popular favor and influence, but they have failed to become laws on account of mismanagement, or the want of political wisdom and shrewdness on the part of the legislators having them in charge. We believe that if we had had in the Legislature a politician of commanding ability as a leader who was thoroughly ac-

quainted with the defects of our educational system, and deeply interested in this problem, we might have had in operation all the good measures for which we have asked.

Another cause of failure we may lay at our own door. Our vision is in too many cases circumscribed by the circumference of the district in which we work. When we step beyond this and encounter opposition and danger, we beat a hasty retreat.

Our interest in the cause should carry us with our influence to the remotest district in the State.

We should be political students and should possess the courage and fighting qualities of the successful politicians.

How we should laugh at a politician who would quail or even blush before a newspaper attack, or on being called hard names and charged with all sorts of misdemeanors when he knows they are false? On the contrary he rather likes it. We must give those fellows who call us "ringsters" and assail us unjustly in the public press, to understand that we rather like it, at least, that it does not disturb us nor turn us to the right nor the left.

Every victory we gain over our enemies like the recent one in the Republican convention in succeeding in the nomination of a school man of known ability and fitness for the office of State Commissioner of schools over a man without qualifications, whose friends strove to carry him through by false and malicious charges against his competitor, gives us standing and character.

When the enemies of school reforms find we will fight for victory they will be slow in making attacks. We have had the stuff in our Association of which Presidents of the United States are made, and we have it still.

The political influence of the teachers if exerted, faith in the justice and righteousness of our cause, manly courage to maintain our faith, and a solid front, with a good and able leader, whom we shall have, whichever political party wins, if the present incumbent should be nominated, will gain for us the boon we ask—Normal Schools and County Supervision.

The discussion of this subject was then opened by H. S. Lehr of Ada, reading the following paper:—

I cannot promise a discussion of the paper just read in your hearing, for I knew not what would be said, but simply, in a few remarks, say what I think on the same subject. In all the other learned professions, it has been acknowledged that there must be a special preparation for the work. This preparation consists of two parts: first to acquire a knowledge of the science or subject-matter on which the profession is founded and next in order, to learn how to apply this knowledge.

In the law and in medicine the student is expected to obtain a tolerably thorough knowledge of the science of his profession and then to attend a special college or professional school to learn the art.

But it must be admitted that the medical student learns much by accompanying his preceptor in making professional calls; and I am not sure but that the law student gets more practical knowledge of his art by attending court while reading Blackstone, than he obtains while attending learned lectures. But no matter where these learn both the science and the art, certain it is that few, if any, are willing to trust limb or life to the quack, nor an important case at court to an attorney unskilled in his profession. But the teacher who deals with immortal mind, who trains for eternity as well as to prepare good citizens for the State, should not he be put on the same professional probation? Among teachers it is not questioned that he should, although our people do not so regard it, if their actions are an index. Certainly he cannot teach what he does not know, nor can every one teach even what he knows, without methods, etc., etc. This necessitates an education both as to subject-matter or what to teach and to manner or how to teach. The question now arises, where is the teacher to get his education, both general and professional? In our city schools the work is performed so methodically and thoroughly that their graduates are well qualified to teach the subject-matter, and if observant they will also know the how, and will be able to fill all vacancies; but this is not true of our country teachers. In all the sciences, the teachers are wofully deficient, and of method they are extremely innocent. The condition of our country schools is such that those who would fit themselves for teaching have not the opportunities they need and must have to prepare for them. In most schools the teacher has neither time nor talent. Neither are the union schools nor the colleges suited to his wants. He has but little time and often less money, and if he enters either the union school or college he must join the classes formed, and adjust his wants to what they have. This necessitates special schools for his professional education. The nature of these schools, whether public or private will be just about what the masses demand. As to name it matters little whether called an Academy or Normal School, so it affords what is needed. Where these schools are supported by the Government and the education of the masses is held well in hand by the State as in some of the European States, and even in some of our own larger cities, Normal Schools can be, and are, conducted according to their true intent In Germany, and in many of our American cities, none are admitted to the training schools unless they have passed rigid examinations in all the branches which they are expected to teach. They must know the matter and then and not till then are they instructed theoretically and practically in the manner of giving instruction. In these institutions matter is not taught, but manner, method, both by lectures and actual teaching under the teachers' eye in the model classes. Now let us investigate the work done by our Ohio Normal Schools. In order that we may do this more fairly and justly we must examine the past and present condition of our common schools, the remuneration of our teachers, the part the State takes in educating her people. We must take things as they are, not as we could wish them to be, but try and make them as we would have them. It is true, the State has made some provision for the education of the masses. Fine school-houses are dotted all over our land, for that enhances the price of farms, but the vitalizing agent, the central orb around which all else revolves and from which all heat and light emanate, the teacher, is to many local boards a matter of minor importance. Let

us ascertain about how much our common-school teachers can command as an annual salary. During the winter months about \$2.00 per day for the short time of three or four months; during the summer, about \$1.40 for from two to three months, say an average of \$1.75 per day for six months and we have the pitiable sum of \$210, or at the utmost, for our best country teachers, not to exceed \$250 for an annual salary. We have not underestimated. We are rather above the general average than below. It is a fact that the employees in no other profession or field of labor are so poorly paid, and a certainty that they would not endure it. Again, the common-school teacher is an itinerant, frequently not knowing where to rest his weary feet, without a ticket for a reserved seat, he migrates with the seasons.

What, of a necessity, must be the condition of our common schools? Let our county examiners answer. From such schools must Normal Schools draw their material for future teachers. This foreshadows their work. Instead of being mere training schools, they must assume the labor of academies or the German Gymnasium as well as that of the training school. The students, with the exception of those who come from our city high schools and academies, need to be taught in the subject-matter of the common branches, yes in the very rudiments. This necessitates a double work, teaching the "what" and the "how."

The period for which candidate teachers remain with these institutions, is, by the managers of these schools, felt to be so short, and the education so limited; that they prefer to devote that period to the development of intellectual power, and a thorough grounding in the branches to be taught, rather than devote too much of it to practice by which professional skill is obtained. A normal school, in its true technical meaning, signifies a practice school, where candidates for the profession of teaching are instructed in the history and principles of their profession, and trained in the art by practice in the model schools; but defined according to the office they perform in our own country, a school for the instruction and training of teachers.

The real object of Normal Schools should be the training of teachers for their profession, not to make mere machines out of them, not simply to enable them to teach mechanically, and yet that they may be master mechanics.

It has been said of the teacher as of the poet, that "he is born, not made." This, in a measure, is true. The true teacher must possess those natural endowments which are essential to success. He must love the work. Like Froebel and Pestalozzi, he must be willing to devote both means and time for the advancement of the profession and the good of the cause. But it does not follow that good fruit may not be grafted on the wild olive. As in our orchards, so in our profession, we find many excellent teachers into whose very soul has been grafted the spirit of the true teacher from the writings and instructions of others. As there are few natural poets, so there are few natural teachers. The poet can not have instilled into him the living fire of poesy in the same effectual manner that a knowledge of teaching may be into the teacher of ordinary natural capacity. It is in Normal Schools where this ingrafting process can be done, where

teachers should be taught the principles of their profession, and trained in the application of those principles.

The normal school must give attention to mental discipline, mental culture, a thorough grounding in the true philosophy of education, and a careful study of the methods pursued by teachers of distinguished merit.

There are those who claim that the work of the normal schools should be entirely devoted to developing professional skill, by exercises called practice teaching, by criticism, by observation and by theoretical discus-The advocates of this theory believe that they should be wholly professional, that they are intended to fit teachers to teach. In such institutions, the students must come there with a culture which precludes the necessity of academic instruction, to a great extent, if not entirely. In such institutions, model schools are a very prominent feature, and practice teaching is the work in which their students are mostly engaged. This gives us two classes of training schools, the one partly academic, the other purely a training school. The former looks to comprehensiveness, and would, as far as possible, prepare those receiving their training, to understand the laws of mental development through the whole period of school life; the latter looks to specialties, and would prepare its candidates more especially for primary schools. The former does not ignore the fact, that in early childhood we should educate the senses, the latter makes this the prominent feature of its professional training. The former produces the more ripe scholar, the latter instils into its students more zeal, and greater vivacity. In our state, under existing circumstances, owing to the material, the latter can not very well be adopted; but a golden mean, incorporating the excellencies of both, should be the motto of our Ohio Normal Schools.

Since the work of our private Normal Schools is largely academic, and the time and means of candidate teachers limited, there should be devised some method of teaching where both objects can be accomplished in the shortest time and at the least expense. This can be done in the recitation. Let the teacher call attention to his methods of presentation, explanations, of ascertaining the amount of work that has been done by the pupils. Lead them to see that in the recitation-room, they have a model class, a real school, where they have opportunities of learning to impart instruction. Teach them to study the laws of development of the human mind by observing their own development and that of classmates. The classmoom is to the teacher what the clinical hospital is to the medical student, or the court-room, to the law student.

Let the recitations produce "vigor of mind, continuity and directness of thought, clearness and conciseness of expression, and withal, grace of manner." Students should be put upon a severe course of mental discipline, designed to test searchingly their mental capacity. They should also be tested as to how they would make clear to the mind of learners, difficult points with which they meet. In short, the recitation-room should afford the model classes and will, under the management of the true, live normal teacher.

Besides this, the Normal School should give special attention to instruction in school government, school management, in the history of educa-

tion, school law, the relation of teacher to parent, and all else that pertains to their profession. This work must be done by some one, and if not by the State, it will be done by private individuals. The work to be done is too extensive for teachers' institutes which continue but a week or two. The institutes have accomplished and are accomplishing much good, but they are insufficient for the task.

As for State Normal Schools, I favor the project, but let us have enough of them and let the expenses be so low that all may attend, (State Board of Examiners to examine the graduates,) and last, but not least, I am not in favor of Normal, or any other schools claiming that they can do, etc.

The report of the Treasurer was then received, and ordered filed.

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Annual report of Treasurer of Onio Teachers' Association,	July 9, 1880.
Receipts:	•
Cash on hand at last report,	\$94.10
Membership fees, 1879, (Cleveland),	2 58.00
Balance for bound proceedings, from E. H. Cook,	9.50
•	\$361,60
Expenditures:	
Express on programs,	\$0.65
Secretary of Executive Committe, postage, stationery, etc.	24.10
Expenses of D. H. Moore,—Annual Address,	20.00
Expenses of Executive Committee, Dec., 1879,	94.01
W: D. Henkle, programs and tickets, 1879,	15.60
W: D. Henkle, publishing proceedings, 1879,	125.00
Draft,	.15
	\$279.51
Balance, cash on hand,	\$82.09
A. G. FARR,	Treasurer.

FRIDAY, JULY 9, 1880, 10 A. M.

The meeting was opened with prayer by Rev. Jacob Tuckerman.

The following resolution was then offered by Prof. John Ogden, and passed by the Association.

Resolved 1st. That this Association regards the establishment of a thorough system of professional instruction and training for teachers of Ohio, as of the very first importance; and that this system should be commensurate to the wants of the school and the dignity of the profession.

That there be a committee of five leading teachers, or superintendents appointed by this Association, whose duty it shall be to present a plan for Institute and Normal Schoolwork, that they use all laudable offerts to secure an immediate recognition of these educational claims in our next General Assembly, and that they enlist the sympathy and coöperation of local Associations, Boards of Education and the people generally, in behalf of this measure.

3rd. That the State School Commissioner be Chairman of this Committee, and that the following named persons constitute the other members as provided for in the second resolution:—Hon. T. W. Harvey, Dr. Samuel Findley, Dr. John Hancock, Dr. Eli T. Tappan.

The Committee on "Branches of Study to be added to Certificates," reported the following resolution which was adopted:—

Resolved that the Legislature be, and the same hereby is, requested to add to the studies a knowledge of which is now necessary to secure a Common School certificate, the branches of American or United States History and Physics or Elements of Natural Philosophy for a 24 month's certificate, and these two branches, together with Physiology, for a thirty-six-months' certificate.

Dr. John B. Peaslee then delivered an address on the subject of "Literature for School Youth," as follows:—

My hearty thanks are due to the Executive Committee of the Ohio State Teachers' Association, for giving me this opportunity of expressing my views on the introduction of Literature into the several grades of our schools. I shall not discuss the methods by which English Literature is now taught in our high schools and colleges, as the literary work which I advocate, will not interfere, in the least, with that which these institutions are endeavoring to accomplish, but will be additional and supplementary to their noble work.

I desire, before entering fully upon my subject, to call the attention of this Association to some of the mistakes that are made, not only in the public-schools of Ohio, but of the whole country

One of these is the disproportionate amount of time given to the subject of arithmetic. I yield to no man in my estimate of the importance of subject, both in regard to what is usually considered as its practical bearing upon the business affairs of life, and its excellence as a means of mental discipline. Nor am I among those who would cut down the course of study in arithmetic to a few subjects, to those, only, that are generally considered absolutely necessary for all to know, to that only which is so called practical.—Practical: there is a higher practical than the mere use that some of us may make of it in adding up our grocer's bills, or, perchance, in calculating discount and interest. The mental discipline, the strengthening of the mind, the intellectual power that the scholar obtains:

by the study of this subject is the real practical, the higher practical. It will never do to confine our courses of study in mathematics to that only which popular opinion considers practical. I object not, therefore, that there is too much ground covered in the arithmetic, or that it is too well taught, but that there is too much time given to it.

You will remember that President Andrews, of Marietta, in an article written for the Ohio Educational Monthly, some four years ago, said that the statistics showed that sixty-two per cent.* of the entire time of the schools of Ohio, outside of the cities and large towns, was given to arithmetic. Think of it; sixty-two per cent. of the time devoted to arithmetic, and only thirty-eight to reading, writing, spelling, geography and grammar; none to literature and composition. Let the teachers of these schools cut down the time given to this subject, to within the bounds of reason; introduce composition, letter-writing and business forms. Let them stop working puzzles in mathematics, which are about as profitable as the famous fifteen puzzle; and turn their attention to reading, to improving themselves in literature; to acquainting themselves with the lives and writings of great authors, and let them take the results of that work into their school-rooms, and they would revolutionize the country schools of Ohio.

In our city schools, less time, to be sure, is given in the programmes, still taking into consideration the amount of home work required of the pupils, and the extra time taken to "bring up" the arithmetic, it is entirely too much.—A half hour per day in the lower grades, and forty minutes in the upper is amply sufficient. But the teachers have been made to feel that high per cents. in arithmetic is the sine-qua-non of their success; hence, driving and cramming for per cents., largely take the place of judicious teachings, to the great detriment of the pupils.

Fellow-teachers, let us use all our influence against this cramming, stultifying process, this driving for per cents, and teach according to the natural, the objective, the developing method. Inspire our pupils with higher and nobler aspirations than are to be found in monthly averages, and let the measure of time devoted to each subject and the methods employed in teaching the same, be determined, not by the question, how shall we obtain the highest per cents, but by what will best benefit our pupils in after life. This done, and there will not only be better instruction in all the branches, but much more prominence will be given to language, to composition and literature, and our youth will grow up under such tuition to be more intelligent, useful and influential citizens.

Another mistake, one which has a more direct bearing on my subject, as it affects the tastes of pupils for reading, is the pernicious method of teaching history usually pursued, I refer to the stultifying process of compelling the children of our schools to commit to memory text-books in this subject. No historian, as no mineralogist or chemist, was ever made by committing text-books to memory. History cannot be taught success-

^{*}President Andrews informed me at Chautauqua, that the time is now reduced to fifty per cent.

fully by the memoriter plan. It kills the life of the subject. It disgusts the pupils and gives them a dislike for historical reading. As the pupils take no interest in the subject it is soon forgotten and there remains only the bitter recollections of tiresome hours devoted to what, if properly taught, brings profit and pleasure. As one of the principal objects of this paper is to show how to interest our youth in good reading, I will briefly explain, not only how history can be made intensely interesting and exceedingly instructive to pupils, but how a love of historical research can be implanted in them that will remain with them through life, and very largely influence their subsequent reading. First, all written percented examinations in this subject should be abolished. What is said in the text-book upon the topic under consideration, should be read by the pupil under the direction of the teacher. The teacher should see that they thoroughly understand what they read, and at each lesson question them in brief review of the previous lesson. She should read, or cause to be read, parts of other histories, or reference books (encyclopsedias, gazetteers, etc.) that bear upon the subject of the lesson. She should also give out questions, the answers to which the pupils are to find for themselves, and should encourage them in relating historical anecdotes and in giving sketches of noted events to their classmates.

But history should be taught, principally by biography. Biography is the soul of history. The life of a great personage, as of Cromwell, Napoleon, or Washington, contains nearly everything of importance in the history of the time and country in which he lived. Nothing is more entertaining to the young than the lives of the great men and women who have borne a prominent part in the world. I am not advocating a new theory. This method has been tried for two years in Cincinnati, and in one school alone, more than five hundred historical and biographical sketches were read within the past year, and in one class, sixty-four biographical sketches were given by the pupils to their classmates, and the constant allusion to other lives than those under actual discussion, led to a wide field of further research. Let me say here, that in a class in United-States History, I would not confine the biographical work to our own country, but would encourage the children to read and recite sketches of noted personages of other countries and of different ages. If the method briefly indicated above be pursued, the class will become enthusiastic in the subject of history, and will gain a vast amount of valuable information of which they would, otherwise, remain in ignorance; but, above all, they will form the habit of, and a taste for reading good books which will remain with them through life.

Another mistake consists in giving too much time in the reading lesson to mere imitative reading, and not enough to logical analysis to ascertaining the meaning of the words and sentences. Children should be impressed with the fact, that the principal object of reading is to obtain the ideas and thoughts of others, and therefore, they should early accustom themselves to ascertaining the meaning of what they read, that no word, no sentence may be passed over without being understood. Let me say, that the dictionary should be the almost constant companion of the pupil of our Grammar and High Schools. Would you neglect the

elocutionary side of the subject? I am asked. By no means. No one places a higher value on elocution, on the beautiful rendering of the reading lesson than I do, but I insist that it is the duty of the teacher to see that the passage is thoroughly understood by the pupils before she attempts to drill them in the elocution.

I will close this part of my essay by referring to the fact, that the almost universal tendency in this country, of late years, has been to crowd too much into the High-School course by putting in subjects which properly belong to Colleges and Universities. To attempt, as I said in one of my annual reports, to make the High School a substitute for the college and university, must result in failure. The pupils are too young. They have not the maturity of mind required to comprehend thoroughly such a course of study. In my opinion, much of the present opposition to the High-School system is directly due to this cause. To remedy the defects and make the High Schools more efficient and popular, there should be a more judicious selection of studies, and much more time should be given to English Literature and to Composition. At least one lesson per day should be devoted to these subjects, throughout the entire course,

GEMS OF LITERATURE.

Morality, if under this head may be placed honesty, patriotism, and good will to men, ought to come within the scope of school work, for morality in this sense is the dearest element of the good citizen, and the good citizen is the prime object of education. Our country has less lack of intelligence than of public honesty and private fair dealing, less lack of knowledge than of inclination toward a noble life-which facts show that something in the present order of society is either fundamentally wrong or deplorably weak. But where shall we seek a remedy? When and how begin to mend? The subject of moral progress does not belong solely to the religious world. It is not altogether a matter of religion; it is a matter of that good sense, that idea of public utility which considers the welfare of the immediate present, and looks with a benevolent eye to an improved manhood in the future. For morality is almost as beautiful when viewed as a guiding element to man in this world's transactions as it is when viewed as an essential to happiness in the world to come.

We can not serve the future of this world in a better way than in taking care of the present of the children. It is in our power greatly to elevate the world in morals. We can do this by introducing into our present educational system a factor whose object shall be to give the proper direction to the child's thoughts—to implant in his mind correct conceptions of the world and his place in it—true ideas of his duty to his neighbor and his country, and of his relations to the inferior world around him, which, seeking deeper and deeper with each generation, shall eventually supplant evil, and leave a soul worthy of the inspection of geds. "As a man thinketh so is he." Children should be led to think properly, that they may be enabled to act justly and generously. And it would be far safer both for them and the community if their acts were directed by fixed principles than by sudden and untrustworthy impulses.

Now, as it is undeniable that to many the age of maturity does not bring with it shose established ideas of right and wrong—those healthy conceptions which characterize the model citizen—I for one, feel the necessity for a new feature in education, whose object shall be advancement in a moral way. I consider it our duty to attempt what I have indicated above. We owe it to the pupils as being our fellow-creatures; to the State, as being essential to that good citizenship, which is the first object of free education.

The question is as to the method. My idea, as many of you know, is to make use of the gems of literature.

The literature of the world embodies a universal moral creed. In its fulness here and there may be found the holy teachings of the Bible in anguage pleasing to the ear of youth, and in form adapted to his understanding. It inculcates all the substantial teachings of the Scriptures without awakening the suspicion that the private realm of devotional form is to be invaded.

A broad-minded selection of noble passages, though it may not be able to do all we could wish in a moral way, can certainly do much to raise men to a high moral, political, and social plane. It may not make men prayerful, but it can make them respectful and respectable. It may not give them the wisdom of statesmen, but it can make them intelligent voters and fervent patriots. It may not fit them for a future life, but it can do much towards making this one pleasant to themselves and for their fellow-men. It can put a light into their hearts that will illumine many of earth's darkest places.

I believe that gems of literature introduced into our schools, if properly taught, will be able to do these things, partly by their own directive influence on the young mind, but principally as being such a draft upon the fountain of higher literature as shall result in an abiding thirst for noble reading. The right kind of reading will induce the right kind of thinking, and proper thinking will insure correct acting.

What harmony the introduction of literature into our schools assures us. The religious world will get from it all it ever asked or expected from the Bible. The secular world will get from it nothing it could possibly object to. At the shrine of noble thoughts the devotees of all creeds may bow as brothers. Let the public schools be the instrument of forming this common love for the noble and beautiful, and who but will acknowledge they have performed a work of greatest utility to man, and added a thousand-fold to their present value as factors in human progress. Heretofore, the boy's education has been no broader than his business expectations—his happiness as a man and his worth as a citizen have not been taken into account. The principles are too narrow for an age that is looking for good men as well as for good accountants and grammarians They are unnecessarily narrow, they leave broad fields of noble soil un. tilled, and this soil must be tilled to bear fruit. For example—a man can not be a patriot, except negatively, until he has been led to understand and value patriotism. But on abstract or grand subjects, like patriotism, there is an unwillingness or incapacity in most minds to think. Such minds must be enlarged before patriotism can be anything to them but a barren name, but may not patriotic passages, under a wise teacher, promote the necessary growth? For who, even among the educated, has not felt a tinge of shame at the dulness of his own patriotism on reading Grimké's beautiful lines, beginning—

"We can not honor our country with too deep a reverence. We can not love her with an affection too pure and fervent. We can not serve her with an energy of purpose, or a faithfulness of zeal too steadfast and ardent;" or Scott's—

"Breathes there a man with soul so dead, Who never to himself hath said.
This is my own, my native land!"

What I have said of patriotism, applies to all the elements of great-mindedness.

The practice, therefore, of memorizing the choice thoughts of our best writers, should be made a prominent feature of school work. Oliver Wendell Holmes says "There is no place which an author's thoughts can nestle in so securely, as the memory of a school-boy or a school-girl." It is, also, in accord with the advice of Arthur Helps, who says "we should lay up in our minds a store of goodly thoughts in well-wrought words, which shall be a living treasure of knowledge always with us, and from which, at various times, and amidst all the shifting of circumstances, we might be sure of drawing some comfort, guidance, and sympathy."

The idea of its introduction is not new in the history of education. a similar manner the Germans have been long in the habit of training their children in the knowledge and admiration of the literature of their own land. The Arabs, the most civilized nation of the ancient world. taught their young to repeat the undying thoughts of their poets, under the beautiful name of unstrung pearls. For the greater part, the selections from the younger children should consist of entire pieces, and of such as are calculated to develop their emotional natures—the imagination, love of home and parents, kindness to dumb animals, etc., and to give them correct rules of action. Those for the more advanced pupils, should consist, principally, of brief extracts containing grand and ennobling thoughts calculated to incite them to higher aspirations in life, to lead them into pure fields of English Literature, and to teach them to love and reverence our great authors. In the selection of gems, poetry has the preference, for is inculcates a double beauty—beauty as thought. and beauty as composition. It delights the ear of the child as the colored pencil or illustrated book delights his eye. It is more easily committed and as a rule, longer retained.

All the selections should be recited in concert, and individually from the platform.

You are aware that years ago it was almost the universal custom for teachers to set apart Friday afternoon for declamation. But the exercise in declamation differed widely from memorizing and reciting gems of thought, which I advocate. Then the pupils were permitted to commit to memory whatever they thought best. The result was, that in a majority of cases, the selections contained no literary or other merit. They were made more from a desire on the part of the pupil to have something

" new," or to create a laugh, than from any other cause. The time spent in committing such pieces was, in my opinion, worse than wasted, for there was nothing in them worth remembering. Their effect was to vitiate the tastes of the pupil for good literature, rather than to give them a l ove of it. It was not so much what the pupils memorized, as how they declaimed. In short, everything was sacrificed to declamation. In my opinion declamation, a subject almost entirely neglected in public schools of late years, is a very valuable exercise. Its tendency is to give pupils confidence in themselves; to make them more self-possessed; and, above all, to make them better readers. These worthy objects can be better accomplished by reciting "gems," than by declaiming long pieces, as was formerly the custom, for every member, even of an entire class, can recite a short extract within the time of an ordinary recitation, and each learn, from hearing the others declaim, the same selection. But important as declamation is, in itself, it is secondary to the great object I desire to accomplish; viz.: Storing the mind of our youth, with grand and ennobling thoughts, clothed in beautiful language—thoughts that will incite them to noble aspirations in life—thoughts that inculcate virtue, patriotism, love of God, of father, of mother, kindness to dumb animals, and that give correct rules of action.

HOW TO TEACH.

At least one hour per week should be given to this literary work in all the district, grammar and high schools throughout the country.

In Cincinnati a part of this time is taken from that assigned to morning exercises, and a part from Friday afternoon. However, this is left to the discretion of the teacher.

I recommend eight lines as a fair amount for each week's work. At this rate the pupils, in passing through the District and Grammar Schools, would commit 2,560 lines, and in passing through the district, grammar, and high schools, 3,840 lines, which is equivalent in amount to 128 pages of one of our Fifth Readers.

It is not enough that the selections be simply memorized. Each one of them should be made the subject of a lesson, to be given by the teacher. The teacher should not only see that the pupils thoroughly understand the meaning of each word and sentence; that they give the substance of each passage in their own language, and make the proper application of the same before requiring them to commit it to memory, but she should also endeavor, by appropriate talks, to impress upon the minds of her pupils the ideas intended to be conveyed, and to enthuse them, if possible, with the spirit of the extract.

What an opportunity is here given for our teachers to impart moral instruction; to cultivate the emotional nature of children; to inspire hem with a love of the noble, the good and the true. Such instruction must bear beautiful fruits.

After the selection has been thoroughly memorized, the attention of the teacher should be given to the elecution—to the beautiful delivery of the same. This can be well done by concert drill. The concert should be supplemented by individual recitation. If, however, for want of time.

any part of the work indicated above has to be neglected, it should be the individual recitation. As I said before, declamation is secondary to the committal to memory of literary gems.

As the value of these extracts, to one in after life will depend, in no small degree, upon the accuracy with which they are memorized in youth, therefore, the teacher should see that they are committed to memory, word for word. In order to do this, time should be taken from the grammar or language lessons for the pupils to write the extracts from memory. This would, also, be an excellent practical exercise in capitalization, punctuation, and spelling.

Let me say here, that this literary work trains the memory; there is, perhaps no weaker point in the school system of our country, than the frequent neglect of this absolute necessity in child culture. The memory needs as much strengthening by exercise as the muscles of the arm; but it should be employed, as here, in storing the mind with what is worth remembering.

The teachers should give sketches of the lives and writings of the best and most worthy authors, at least to all the pupils above the fifth year of school, and encourage the pupils to find out for themselves interesting acts concerning authors and their writings, and to give sketches of the same to their classmates, as I have already recommended in connection with the lessons on history. Here I recommend that the teacher, or a pupil under the advice of the teacher, read the entire piece when appropriate, from which the extract is taken, or some other selection from the same author, as "Birds of Killingsworth," by Longfellow; "Snow Bound," by Whittier; one of "Timothy Titcomb's" letters, by J. G. Holland; a story from Hawthorne's "Wonder Book," etc.

In connection with this literary work, let me urge as I did last year at Cleveland, the celebration of authors' birthdays.

These celebrations may consist of compositions on the life of the writer, of the recitation of gems by entire classes or grades, of declamation, of singing, and of appropriate talks by teachers and friends of the schools.

Authorial-birthday celebrations interest the pupils in the writer and his works as nothing else can. They educate the whole community. The celebration of the birthdays of Whittier and Longfellow at Cincinnati, and of the Cary sisters at Mt. Healthy, has caused an increased demand for their books, not only in Hamilton County but in other and distant parts of the country, and every good book that goes into a family is an educational force. It has not only multiplied the number of their readers but that of many other of the great authors in American and English

Longfellow and Whittier, names unknown to the children of Cincinnati one year ago, are now as familiar to them as those of their own playmates, Hereafter they will be looked upon by the youth of that city not only as great and noble writers, but as dear old friends whom they fondly love. To me this attachment of the children to those great and pure men is a touching and pleasing result of the celebrations,

These celebrations, from year to year, should include not only poets

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and prose writers, but also great statesmen and distinguished scientists and inventors.

"The poets who in song translate
Emotions they alone have read,
The patriots stern, who challenge fate,
And walk with more than mailed tread,
The sages who the truth distil—
Let these the child love if he will."

-[Joseph W. Miller.

But we should celebrate those only who have led pure and noble lives, whose moral character and private worth will call forth the admiration of the children and set them examples worthy of imitation.

Fellow-teachers, having completed my suggestion on the methods of instruction and the scope of this literary work, I desire to call your attention for a few minutes while I present to you more fully the good that will be accomplished by its general introduction into our schools.

DIME-NOVEL READING.

One of the greatest powers for evil is the low and degrading writings our boys and girls are reading. Even educators, I fear, are not fully aroused to the terrible influence this reading is exerting upon the lives and characters of the young.

Let us look at the circumstances in which our youth are placed in regard to literature.

At the homes of a large part of them there is scarcely a book, except the text-books of the children themselves. At the homes of a majority of those remaining may be found a few books upon the parlor table, which are usually considered by the parent as too nice for the children to read. It is safe to say that very few, indeed, of our youth have access to a good home library. That child who is trained at home to a love of reading good books is the exception.

Is it any wonder, then, that our youth yield to the temptation to read the worst kind of story papers! and novels that are everywhere thrown around them? In addition to other enticements, we find near all the large school buildings of our cities, shops which keep besides pens, pencils, and school-books, a large assortment of trashy story papers and novels. What a comment on the public schools! The venders of these papers place those having pictures of murders and Indian outrages, etc., in the windows.

The children attracted by these pictures buy the papers and read the stories. They soon become intensely interested in the stories and in the slang language in which they are written. The boys and girls buy novels of the same or of a worse tendency for from five to ten cents. These are purchased and devoured, and thus by degrees is formed the habit of reading this pernicious class of writings. The children are not to blame. There is nothing in their home surroundings to counteract these evil tendencies. The schools have been standing by saying, "Don't touch," "don't touch," but doing nothing to interest the pupils in good reading.

Knowing from experience, as I do, that it is in the power of the schools to control almost entirely the reading of the pupils and to implant in

them correct literary tastes, I appeal to Boards of Education, to Superintendents and teachers, to take immediate and decisive steps to make this literary training in all the grades a prominent feature of school work. As the only effectual way to keep the youth of our country from reading the terrible dime novel is to interest them in the writings of good authors, and this must be done, if at all, by the schools.

LITERATURE AS A DISTINCT BRANCH.

Under the present system the study of Literature as a distinct branch of education is not attempted till the tenth year of school, when but one in twenty is remaining in school, and I will guarantee that the present classes in the High Schools will have gathered fewer of the pearls of literature at the completion of their course than is possible with the Common-School classes under the plan now in operation in Cincinnati. And it should not be forgotten that the one in twenty that takes the High-School course is the one for whose welfare we need have but little apprehension. We can trust him. It is among the nineteen who fall by the wayside that we shall find subjects for our misgivings. It is here that we must exert ourselves as formers of character and developers of taste. In other words if literature has any elevating influences, its fittest field is the Common School, for here those influences are most in demand, and here is the single opportunity of reaching a large and especially needy class of pupils.

But let us look at the matter in another light. Pupils have heretofore entered upon the study of literature in the High Schools with almost no previous knowledge of literary character or development of literary taste. The result of gem-learning in addition to its grand object—the ennobling of the mind—will be to lay the foundation for deeper literary culture in advanced pupils,—to activate the mind in this direction and so store it with knowledge that the commencement of this branch of education in the High Schools shall be farther advanced than its termination has been heretofore.

THE CHILDREN INTERESTED IN GEM LEARNING.

I have never known anything in school work that interested the children more than this. The interest, too, is not confined to the upper grades, but prevades all the classes, from the first year of school through the High School.

Children love to commit to memory beautiful selections, and recite them at home and at school. They love to hear of the lives and writings of good authors, and to talk about them to their fathers and mothers.

Again, these literary exercises relieve the monotony of school. Their tendency is to give the pupils a love of school and therefore to secure a more regular and larger attendance.

They do much to make the school strong with the people, an object that every teacher should endeavor to accomplish.

I desire to call your attention to the remark of Mrs. Elizabeth Gale, of Mt. Healthy, Ohio, as they present the subject of memorizing selections in another light.

Mrs. Gale is the aunt of J. G. Holland. "Dear old aunt," writes Dr.

Holland, "She is the only living link that binds me to the last generation."

Mrs. Gale, though ninety-two years of age on the 17th of last December—Whittier's birthday—is bright and intelligent.

It was one of the happiest moments of my life when that dear old lady, then in her ninety-third year, holding in her hand a pamphlet of selections I had sent her, said to me "Mr. Peaslee, you don't know how much good you are doing by introducing these selections into the schools. You don't know how the children will appreciate them when they are old."

What a source of consolation they will be to them then. How they will love to say them over and over again. "Why," said she, "thinking over and repeating the little pieces I learned in childhood is one of the greatest comforts left me now."

She then recited a number of selections. Among them was one entitled "To my Watch," which she learned at home when a child only four years of age. I had the piece written from her dictation, and printed, with the change, suggested by Dr. Holland, of a single word.

"TO MY WATCH."

Little monitor, by thee Let me learn what I should be; I'll learn the round of life to fill, Useful and progressive still.

Thou canst gentle hints impart How to regulate the heart; When I wind thee up at night, Mark each fault and set it right; Let me search my bosom, too, And my daily thoughts review.

I'll mark the movements of my mind, Nor be easy when I find Latent errors rise to view, Till all be regular and true.

This incident needs no comment from me. It tells stronger than any words of my own, of how wonderfully the memory retains little pieces committed to its precious care in early childhood.

Yes, these beautiful selections will be remembered and will influence our children for good when the technicalities of their grammar, the abstrusities of their arithmetic, and the obscure locations of their geographies are forgotten.

In the discussion of this subject the following paper written by E. S. Cox of Parkersburg, W. Va., was read by Sup't T. A. Pollok. The question was further discussed by G. S. Ormsby, J. A. Robert, and John Hancock.

LITERATURE IN SCHOOLS.

- 1. For most English-speaking people, English literature is the literature of power.
 - 2. The chief objection made to our American system of schools by

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critics of the stronger and better kind is that we teach children to read without giving them any hint or guidance as to what to read. A child may be no whit better for having studied a little arithmetic and grammar, but it is always better for having read a vital and beautiful book. A strong and sure apprehension of this truth is what is needed to better our American schools, and make them a more potent thing in the way of bettering our American life.

3. Criticism has to some extent had its effect, and we have now in our schools a literary impulse, but so far it is only an impulse and not a finely-organized effort.

Some noteworthy things have indeed been done. Lists of books have been made out, the library has been connected with the school, and many compilations of one kind or another have been placed in our hands. The prime need, however, is masters of books, and for these the schools still want. The library may be at hand, but there is needed a guide to the library, one who knows a false book from a true one, and who has the art of leading children to those rare and beautiful and imaginative things which they really love. Besides the ability to guide, there must be the ability to kindle an intelligence. I have no confidence that there will be any genuine love of letters in that school whose teacher has not felt the health of the great great masters in her own brain. Just now we are in great danger from charlatans, persons who in the words of the clearest of English writers, confuse the bad with the good and the inferior with the excellent.

4. A series of wise experiments should be made, and careful notes left of the results. In this work every teacher or librarian who really knows books can assist. The question is, not what books it would be good for children to read, but what books of the right style of workmanship they care to read. Lists of excellent works made out by mature scholars are not what we want. Every real teacher could make experiments for herself, and leave some note of what she found. From these notes an educational catalogue could be formed that would be worth something. Will not the members of the Ohio Association undertake this work? The problem must be approached in very absolute fashion. Mr. Parkman, for instance, has written some stirring and incomparably interesting histories. We all know the value of these books, and that, as one has said of them, they are thorough and beautiful and true, but do children relish them?

Hawthorne is a well-nigh matchless master of English prose, and possesses a most rare imagination. Do these graces really charm our young Americans, and can they read and relish the Wonder Book and the Snow Image?

The Odyssey of Homer is perhaps the most interesting story ever written in verse. Does it in Mr. Bryant's excellent English commend itself to quick-minded boys and girls?

These questions are simply illustrative and should be very widely extended; and when the answer comes in from hundreds of school-rooms, we shall be in a fair way to do intelligent and admirable work.

It may be worth while to add that experiments should have reference

to average boys and girls, as well as to those exceptional children who may have received a literary impulse from bright and wise parents.

5. It should also be established by a series of clear and admirable experiments whether the great and beautiful in literature can wholly take the place of the inferior and middling (in literature.)

The late General Bartlett of Massachusetts justified the reading of very commonplace or even inferior books by the people, and with this opinion so excellent a judge of literature as Mr. Lowell was said to have agreed. In a late number of the Fortnightly Review, Mr. Matthew Arnold quotes with at least a qualified assent, the saying of George Sand, that second-rate, common place literature is what the ignorant require for catching the first gleam. At one time, I was inclined to think that there were two pretty sure tests of the fitness of a book for children:

- 1. Granting that the book is wholesome in tone, is it a piece of flawless, or at least excellent, literary workmanship?
- 2. Is it interesting, that is, such a book as will carry children with a sure relish to other books?

Perhaps the latter test is the only one which a wise person who has studied closely the intellectual wants of boys and girls, or even of men and women, can accept. Does not Mr. Charles Francis Adams recommend Harper's Magazine for this very! reason, that many people do not want and will not read books of the very first order of merit? Many young persons at least need, as an English critic says rather severely of Macaulay, something that "strikes the nascent state of their intelligence, draws it powerfully forth, and confirms it."

6. Whatever, however, be the office of the middling in literature, every strong and admirable and thoroughly-interesting work of genius should be made the most of. To fit a good many books, even of the worthier sort, for schools, there is needed a little judicious editing. Gulliver, for instance, is a work of very great genius, and too good to be taken entirely away from children, and yet in its present form is not quite fit for their companionship. Let the voyages to Lilliput and Brobdingnag be published in a separate volume. This volume should be seemly and tasteful, and edited by a person of a sure literary sense who knows just what to expurgate, and what to add in the way of comment. Several other fine old classics need a similar handling, and I am glad to express my appreciation of the delicate service done by Mr. Sidney Lanier in editing Froissart, and of the no less valuable service of Dr. Eliot in calling our attention once more to our old imaginative favorites among the Arabian Nights.

I have no time to discuss methods of teaching literature, but let me say that mastery here demands very delicate and noble gifts. Books of the highest order are about the freest things in the world. One should approach them therefore, as Mr. Arnold says, "in a spirit the very reverse of the pedant's spirit." From first to last we spoil our teaching of English by not forgetting sometimes that we are schoolmasters. If a pupil can be got to read a vital book and enjoy it, he need not be forever analyzing his loves and pleasures. It is health that he needs, the health of high thoughts and noble art and beautiful endeavor, and let nothing

come between him and the springs of healing. While engaged with modern literature especially, grammatical and analytical exercises of all kinds should be kept entirely subordinate to that which is more haply significant. One may fitly note and explain a good word, or a fine idiom, or an admirable sentence, or even call attention to similar forms of literature, but the real teacher will not go much further than that, for, to go further is to adapt the method of the pedagogue and not the method of literature. With young children it is enough if one can simply kindle the intelligence with the love of beautiful thought and speech. Get a boy to read and love but one admirable book, and he will find his own way to the great regions of health and sanity.

In addition to the work so well discussed by Sup't Peaslee, and for which he is making his city famous, permit me to advise that longer stories and poems and essays be read and studied as entire productions. There is some virtue doubtless in every beautiful piece of writing, however short, but it is not so interesting as longer works, and does not lead so easily to the higher and pleasanter fields of literature. In these times captious people who imagine themselves greatly devoted to science say many foolish things about books, but wiser persons will always return to these older sources of power. There are many reasons why children should study literature, but they should study it if only that the imagination be given, once for all, its natural and noble place in our schemes of Education.

DISCUSSION ON POINT 1.

Eminent gentlemen sometimes speak of the study of the greatest works of the English or American genius as a veneering, but I thank them. Does the student go to the Aeneid for his foundation-work, and to Lear for what is merely superficial? Must he be in earnest over Cicero and just trifle a little with Webster and Burke? Does the fact that Lander writes in English take away all virtue from these compact and virile and magnificent pages? Is one merely veneering while engaged in mastering the delicate art and beautiful Saxon learning of Mr. Tennyson's Idyls?

The term veneering is in fact extremely unfortunate, and might with great propriety be applied elsewhere. To an Englishman or an American it will always remain about the highest exercise of the faculties to read greatly a great English book.

The Annual address was then delivered by Hon. E. E. White, President of Purdue University.

Mr. White's address was enjoyed by all present, and at its close a vote of the thanks of the Association was returned him.

Association adjourned until afternoon.

FRIDAY, JULY 9, 2 P. M.

The Association met pursuant to adjournment. Sup't. W. J. White read a letter which he had received from Representa-

tive E. G. Dial, recommending that the "Chautauqua Teachers' Convention send a proper small committee to Columbus early in January, and thus aid in the accomplishment of great and long-deferred reforms."

On motion, the following named persons were appointed a Committee to visit Columbus in accordance with the recommendation of Mr. Dial:—John Hancock, John B. Peaslee, W. D. Henkle, J. J. Burns, T. W. Harvey, and W. J. White.

Hon. J. J. Burns then offered the following resolution which was unanimously adopted:—

Resolved 1st, That the Ohio Teachers' Association expresses its earnest desire that the General Assembly of Ohio shall pass into a law, the bill offered last winter or some equivalent thereto, authorizing the respective counties of the State to employ Superintendents of Schools, to define their duties, and fix their salaries.

Resolved 2, That we, as teachers, will use our personal efforts to forward the passage of said bill.

H. M. James, Supervising Principal of the Cleveland Schools, then read the following paper entitled

THE QUINCY METHOD NOT NEW.

The School Committee has, from time immemorial, been an important factor in New-England life. It has been composed, generally, of the most substantial members of the community. While these are not equal in position to the selectmen or the members of the Legislature, this office has not hesitated to call to its service men of the highest standing -the most intelligent and most respectable members of society. The minister, the physician, the lawyer, and the man of literary leisure has felt it no small honor to serve on the School Committee. In this exalted capacity he has assisted or assented when teachers have been employed: he has taken an interest in the progress of the pupils; he has listened from time to time to complaints against the teachers, whom, as a rule, he has felt it his duty to sustain; he has occasionally, perhaps, though not frequently, gone into the school while in session, and in a tedious way. addressed the children, on which occasion he expressed his satisfaction with all he had seen, and exherted them to improve their opportunities while young. He has managed to be present on examination-day, and be deceived by the parrot-like answers the children have given to the questions they have heard so many times before; he has heard the juvenile speaking; has heard the singing, and perhaps has spoken again and expressed his satisfaction with the school, and again spoken strongly to the weary boys and girls of their "privileges." And then he has assisted in making the annual report, or if one of the humbler members of the committee, he has listened to the reading of this somewhat lengthy docu-

ment and officially signed his name thereto. In this report which is printed and circulated every school in the township is mentioned as having made very desirable progress; the teachers are all especially commended for their efficiency and faithfulness; and the citizens are congratulated on the skill and devotion of their teachers, the excellence of their schools, and the judicious manner in which the committee has made use of the public funds. Rarely has this committee gone through the schools with a searching examination, which would test the methods of instruction or the metal of the teachers, and rarely have these benevolent gentlemen reported that the schools were otherwise than in a satisfactory condition.

Eight miles from Boston, on the southwestern shore of Massachusetts Bay, lies one of the most ancient and honorable towns of North America, though it contains, at this time, a population of only about 8000, it has perhaps greater claims to distinction that any other town of its size in that state, eminent for its distinguished towns, the commonwealth of Massachusetts. It claims the honor of constructing the first railway ever built on the western continent; and, though most of its citizens are humbly employed as quarrymen and stone-cutters, they furnish in the Quincy granite, an article of commerce that is carried as far as trade extends. But the chief distinction of this provincial town is due to its great number of distinguished citizens. It was the birthplace and residence of John Hancock, whose bold autograph is the most conspicious ornament of the American Declaration of Independence. It was the home of Edmund Quincy, the head of that distinguished line of scholars, jurists, and Statesmen, who have done so much to make the name of Massachusetts illustrious. Here too were born, and here have lived the Adamses, the most distinguished family in America. Two of them have been presidents of the great republic, and the third has long been recognized as one of the most learned statesmen and accomplished diplomatists living; while others of the younger members of the family are among the best known men of their time.

In this ancient town the schools had for generations been controlled by committees, such as we have described. They had commended the schools from year to year, and assured the people in their reports, that progress was being made. And so the citizens satisfied with their schools, thought only of their respectability, and toiled away at their granite, till schools in Massachusetts, and in Ohio, and Indiana and Nebraska, and California, alive with the spirit of the age had come to take a higher rank and assume a decided superiority to their own. brought to the conclusion that the schools of Quincy, prior to 1875, had fallen behind in the race, and notwithstanding the encouraging assurances of the committee, had relatively gone backward, and become inferior to most of the enterprising towns of New England and the western States. With this feeling of satisfaction, had come a spirit of apathy and indifference, which resulted in a decline. And no wonder, for this is in obedience to an inevitable law. When schools, like any other system of social improvement, seem to us nearest pelection, so that we are best satisfied with them, they are without question at the beginning of their Digitized by GOOGIC decay.

In 1875, a great change began to come over the schools of this ancient borough. The younger, Charles Francis Adams, had been made a member of the school committee, and by his wisdom and independence, had shown himself a worthy son of that most honorable house. He has proved himself a man of broad and generous culture, of fair and discriminating judgment, of keen perception and fearless spirit. Fortunately, there were associated with him others of like spirit and like earnest purpose. These men subjected the schools to a very thorough examination, but in it "the pupils utterly broke down. They were found to have developed neither power of thought or expression." It appeared that they had been dealing with words, instead of ideas; "that teachers could make a grand show with children when they examined them, themselves, on just the words committed to memory, but that they had never learned to observe, nor to think, nor to express themselves; and a question aside from the beaten track, or in other than stereotyped language, met with no response." Ohio Teachers and Superintendents, who exult in the excellence of your schools, there is not one of you here who, in the last few weeks, has not observed faults of the same kind in your own work, over and over again! Who is there among you that can fearlessly invite an intelligent and keen-eyed committee, like that in Quincy, to go through your schools, and test the quality of your work? At this point Mr. Adams and his coadjutors gave to the world a remarkable exhibition of common sense. They applied to the management of the schools, the same wisdom that intelligent men exercise in the avocations of business. A reasonable director of a railroad, or bank, or factory, knows very well that his investment will be far more likely to pay satisfactory dividends if an intelligent and competent manager be employed to conduct the business, than if he and his associates should attempt it themselves. He knows too, that the most competent manager, cashier or superintendent will fail if his plans are interfered with by the board of directors; and while they have confidence in his ability and integrity, the surest road to success will lie in the way of giving him strong support, and holding him responsible for results. This is what the Quincy School Committee did. They were satisfied that their schools were not doing satisfactory work, but they did not presume to be able themselves to apply the remedy. They recognized the fact that for this important service a man of special qualifications should be employed,—one whose mind and education adapted him to work. They recognized teaching as a profession, determined to establish the office of Superintendent, and fill it with a competent professional educator. In this undertaking they were most fortunate. They found a man large-hearted, enthusiastic, well-informed and practical. He had had a wide experience as a teacher, and had observed carefully, the best system of instruction in Europe. It is with no small degree of pleasure that as Ohio teachers we recur to the fact that for several years he was connected with the schools of the Buckeye State, and that he is free to say that some of the first suggestions to him, in the way of better work, came from the teachers of Ohio. Having found a man able to comprehend the evil and apply the remedy, they clothed him with authority sufficient to enable him to carry out his plans in his

own way. They gave him "absolute control of all methods and manner of teaching, courses of study, examinations, books to be used, and appointments and removals of teachers; and pledged themselves in the meantime, to give him whatever support he might need. And they kept their pledge.

Under these circumstances, Col. Parker began his work in Quincy, and the results have become widely known. The enthusiasm of the Superintendent was imparted to the teachers, and by them, infused into the pupils, till the very atmosphere of the town seemed aglow. The interest of the children in their schools increased wonderfully, so that tardiness and truancy, which before had been crying evils, became almost unknown; and the visits of citizens and strangers, a thing almost unheard of under the old regime, became so numerous that it was found necessary to place restrictions and limitations upon this practice for the welfare of the schools. The most marked change, however, was in the methods of instruction and the real progress made in the schools. The old time methods of learning books merely by rote, of using phrases without thoughts, have largely disappeared; children have come to perceive, to understand, and to express their thought in their own language; and in short, the school-room has become the place where the faculties of children are developed, and where their intelligence is cultivated. These results do not differ widely from those observed at Oswego a few years ago, during the great educational revival that commenced in that city. A careful examination will show that the causes were somewhat similar.

We come now to the question, What were the peculiar means employed at Quincy by which such extraordinary results were secured? And I cannot meet it better than by quoting from Col. Parker himself. He says "Our Quincy System is a struggle to learn how to teach under favorable circumstances. This is the true inwardness of the whole matter. Teachers were not bound by courses of study, examinations, or superintendence to anything but an honest, earnest attempt to develop the minds of children. We threw away the rubbish of cram, per cents, and going so far; and tried to make the mind grow as the good Lord intended it to grow, as nearly as we, by careful study, could find out the way." This is what Col. Parker wrote a few weeks ago, and, though a good deal has been written on this subject, I have never seen anything that so briefly, and yet so completely compasses the whole matter, as does this simple statement.

It is doubtful if the good Lord included in his intention, the public or private school, or the Kindergarten. The teaching of nature seems to be that of all places, the home is the one where elementary instruction should be carried on, and any method of instruction, which a judicious mother would employ, can hardly fail to be a good one. I understand this to be the underlying thought at Quincy. Language, written and spoken, is taught as the child learns it in an intelligent home. He there has the aid of correct examples; he has the advantage of kindly criticisms, but he learns to talk chiefly by talking, just as he learns to play, or walk, or swim, by oft repeated practice. So written language is learned by the child's early and constant attempts to write. Love is said to be an apt

teacher. She who is in sympathy with her pupils, and has something of a mother-love for them, will accomplish more than any other. This principle is recognized. Script characters are very early introduced, and in the little "stories" which the children tell and write, containing at first only a single sentence of half a dozen words, all unconsciously they are making themselves proficient in composition, conversation, and even preparing themselves for extemporaneous speaking. This constant practice in writing and composition, continued through many years, cannot fail, with careful management, to produce extraordinary results. Arithmetic is taught in the same natural way that the child with a good mother. learns his first lessons at home. He deals with objects, with the concrete; -attempts few generalizations, and is free from the encumbrance of books. In elementary geography constant use is made of the moulding board, and of the blackboard and crayon. Reading is taught by the most improved modern methods, and the greatest liberty is exercised in the use of material. Besides the regular reading-books, there is a circulating library of 125 sets, with 25 books in a set, consisting of other readers, juvenile stories, histories, magazines, etc., by which all the schools are kept constantly supplied with all the reading matter that can be desired. There is effort to make all work a unit, so that each lesson may help all the others as far as possible. And above all, there is infused into the schools naturalness, individuality, enthusiasm and LIFE. Great effort is put forth to make school-life attractive, and in the instruction, management and everything, there is an endeavor to exercise the largest kind of common sense, remembering that in elementary education, while learning is valuable, the primary object to be gained is intellectual development; and that a love for reading and study is a much greater acquisition than the ability to cipher through a hundred arithmetics.

These, as I understand them, are the Quincy methods, and the question that I am called upon to discuss is, are they new? Superintendent Parker himself has said, over and over again, that they are not. He says, "The same methods have been used for years in Germany and in this country. We claim nothing new, nothing finished, nothing that is not founded upon well-known and orthodox principles." Mr. Adams, whose sturdy vigor and independence have done so much to make these improvements possible, and whose active pen and great reputation have done so much to publish them to the world, says substantially the same thing. Numerous writers in educational journals claim that in our best normal schools the same methods have been taught for years. But while the greathearted Col. Parker claims so modestly that he has introduced nothing new, and is even so generous as to say that he received some of his first and most valuable suggestions from visits to the Ohio schools and conversations with Ohio teachers, I apprehend that he deserves far more credit than he seems ready to claim. To have taught the most improved methods of instruction in normal schools or to have illustrated them in the model schools connected therewith is a great work, but to have applied them in a system of schools, and made them practicable in the hands of the many teachers of a city, of diverse temperaments and education, is an achievement of far greater difficulty. I think it very doubtful if any city or town in Ohio, or any other city or town in the United States has applied so much of good theory to the practical work of every school-room as has Col. Parker in the schools of Quincy. In this he has shown himself a man of great capacity. He who is first in successfully applying in practice any new scientific principle, whether in electricity, surgery, mechanics, or education, must take high rank as a practical philosopher and benefactor to the race. For this the world has delighted to honor a Morse, a Jenner, a Watt, and a Bacon. For this kind of skill, though the Superintendent of the Quincy schools may not have been the earliest in the field of education, he has undoubtedly been one of the most successful. And though with rare modesty he disclaims any great achievement, he has proved himself worthy of a place in the very first rank of American educators.

Col. Parker says in a letter to which I have already referred, "What we have done is only a little beginning of that which can be done." And he has repeatedly spoken of the work done as only a "beginning." It may not be out of place for us at this time to take up this thought, and consider what are some of the things which we may hope to see, when starting at Quincy, we shall have advanced far on the road of educational reform.

And first let us hope that we may see Boards of Education, like that one, made up of the most competent men in the entire community,-men of judgment, discernment, integrity, and courage,-men able to discriminate between efficient and incompetent school management, and ready to support, without flinching, the superintendent or teacher who is doing Had not the town of Quincy had so good a school committee, all the efforts of the Superintendent would have been of little avail in securing any extensive reforms; and we all know that the great need of the day is better Boards of Education. We need not go outside of Ohio, nor into the rural districts, to find the veriest ignoramuses holding the supreme school authority, who will jeer at any educational method that was not employed in their own worthless education. A gentleman of my acquaintance, a man of thorough education and culture, once a successful teacher in the Cleveland Schools, and afterward while engaged in business, for many years President of our Board of Education, once said to me, "I tried for many years to serve this city faithfully as a teacher, and vet in my present position as member of the Board I believe I am able to do the city far greater service than I ever could as a teacher." And he was correct. He did for our schools the same service that Mr. Adams did at Quincy. He said to the Superintendent, "We give you a free field to work in, and shall support you vigorously. We only ask that you show good results;" and under that management our schools made great progress. If the cities and towns of this country were all blessed with the right kind of Boards of Education, all the other good results would quickly follow.

The first act of the Quincy committee after discovering the defects of their schools was to decide to employ a competent Superintendent who should devote his entire time to the supervision of the schools. In this they showed themselves men of good judgment. Had they determined

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to give to any one of the ministers of the town, or to any one of their own number, a nominal supervision, or had they provided that one of their own teachers should devote an hour each day to this work, or had they employed an incompetent man,—no results worth mentioning would ever have followed; and we shall find in that good time to come when everything shall be in the best possible condition, that large provision will be made for ample and intelligent supervision. It may be our fault, gentlemen, but supervision is not so highly esteemed in Ohio as the highest interests of education demands. There can be little doubt that if the incumbents of these positions were more competent, the case would be somewhat improved to say the least.

Having agreed upon a superintendent, the Quincy committee delegated to him extraordinary authority, they gave him absolute control not only of all methods and manner of teaching and examinations, but also of courses of study, books to be used, and the appointment and removal of teachers. They did for the schools what Rome was accustomed to do for the state in times of great emergency; they appointed a dictator and gave him supreme authority. This was a very unusual delegation of power, and the event proved that the plan was wise. With competent and trustworthy superintendents this is unquestionably the true plan. Who is so capable of determining any one of these important matters as he? And if this is entrusting great power with one person, it is substantially the plan by which most business is conducted, and in the coming time for which we are all looking, we shall see Boards of Education transferring the entire control of all purely-educational matters to the superintendent, and holding him responsible for a judicious use of this authority.

In that good time we shall have better teachers than we have ever yet had; teachers whose hearts are in sympathy with childhood, and the work of developing intellectual and moral character, whose minds have been trained to a knowledge of methods and principles of education, and whose hands have a skill in execution that we now long to see. There will be greater inducements, too, for men and women to enter this profession, and to make thorough preparation for its important duties. The compensation for service will be greatly increased, and the security of positions will be much improved. What wonder is it that in this field there is a lack of skilled laborers, when the other professions offer twice the salary, and no amount of preparation or fitness affords any guaranty that a position will be held beyond a single year.

But of all the evils that beset our schools, and which in that millennial day must disappear, I believe there is none that is a greater obstacle in the way of success than the absurd though universal practice of overcrowding the schools with pupils. The prevailing opinion that forty, fifty, or even sixty are not too many for efficient work is quite preposterous. What opportunity do such schools afford for giving individual instruction, or studying the personal peculiarities of pupils, a thing to be done to secure proper discipline or the best moral and mental development? How effectually can teachers who desire to employ the best means of instruction make use of the moulding board or globe; or how can objects or any simple apparatus be introduced into school exercises

with as many pupils in a class? You who have tried it appreciate the difficulty. I hold that nature's model for the perfect school is the perfect family, and in the family the classes are very small. And when the time shall come that teaching can be conducted "under favorable circumstances," the schools will be reduced to half or a third of their present size. Then we may expect no more of what is now so common,—teachers worn out and broken down with over-exertion, or so weary from day to day with attention to necessary duties that self-culture and personal improvement are practically impossible. I have understood that by means of the pupil-teacher assistants in the Quincy schools, the number of pupils to a teacher has been practically much smaller than in most cities, but even then the schools have been larger than reason ever demands.

We have not time to discuss farther the condition of things when teaching can be done "under favorable circumstances." There will then be text-books that meet the needs of the youthful mind; there will be apparatus in abundance and of the best quality; there will be school houses with every improvement, when light and heat and ventilation vie with each other in assisting the work of the school; there will be furniture with more commendable qualities than barely strength and cheapness; there will be flowers and pictures and statuary to educate by their refining influence; there will be a public opinion that will grudge no outlay of money or effort that may contribute to the improvement of facilities for training the human mind; but the field stretches away before me and is bounded only by the horizon. If I have understood the Quincy methods, in the "struggle to learn to teach under favorable girenmetances," there has been the effort to seize every advantage, adopt every improvement, remove every obstacle, and without pride or selfseeking, to work for the highest success. I believe that in other places the same effort has been made, though perhaps under less-favorable circumstances and with less-fortunate results. This is the only true method, and it may not soon become the American plan; but a few cornect and fearless members of a Board of Education like Mr. Adams and his associates, and a few whole-souled and enthusiastic teachers like Col. Parker can accomplish wonders in any community.

The discussion was opened by John Hancock of Dayton, and participated in by others.

Hon. W. D. Henkle, Chairman of the Committee on Ethics, appointed last year, reported that the committee had no formal report to make. For himself he thought a sufficient code was embodied in the Scriptural injunction stated either affirmatively or negatively, "Do unto others as you would have them do unto you," or Do not unto others as you would not have others do unto you.

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The Committee on Formation of College of Teachers reported that no action had been taken. The question of the desirability of organizing such a guild was discussed, and on motion of John Hancock, W. D. Henkle, T. W. Harvey, Reuben Mc-Millan, Eli T. Tappan, and John Ogden were chosen a committee to organize a College or Academy of Ohio Teachers.

Hon. W. D. Henkle called the attention of the members of the Association to a Biography of Isaac Sams, a veteran Ohio Teacher, written by H. S. Doggett. He had read the advanced sheets and recommended the teachers to purchase the book.

• Dr. John Hancock who had read the work also spoke in complimentary terms of it and endorsed the recommendation of Prof. Henkle.

The Committee on Resolutions made the following report through Mr. Ormsby, its Chairman.

Resolved that the thanks of the Ohio Teachers' Association are due and are hereby given,

- 1st. To the Chautauqua S. S. Association for the use of their beautiful grounds and the amphitheatre in which to hold the sessions of the Association.
- 2d. To W. B. Shattuc, Gen. Passenger Agent of the N. Y., Penn., and Ohio R. R., for the unprecedented liberal rates granted to the teachers of Ohio over the roads under his control, also to other roads, and the Chautauqua-Lake Navigation Co., and to the hotels for reduced rates of fare.
- 3d. To the Executive Committee for the excellent program prepared, and to the President and other officers of the Association for the efficiency with which their duties have been performed.
- 4th. To the Press for the accurate and full reports of the proceedings of this meeting.
- 5th. That the hearty thanks of this Association be tendered Dr. E. E. White, President of Purdue University, whom Ohio yet claims as her son for the eloquent and very instructive address to which we have this day listened, and that we recommend its publication in Our Educational Journal.

6th. To the ladies and gentlemen who have prepared and read before this Association papers on the important subjects assigned them by the Executive Committee.

The report of the Committee on Resolutions was unanimously adopted.

The Committee on Nomination of Officers for the ensuing year then reported through its chairman, Eli T. Tappan, as follows:

President—John Ogden, Worthington.

Vice-Presidents-E. A. Jones, Massillon,

T. C. Flanegin, Pomeroy,

G. W. Welsh, Xenia,

Mrs. A. B. Johnson, Avondale, Miss Esther Widner, Dayton.

Secretary-Henry S. Doggett, Hillsboro.

Treasurer—A. G. Farr, Columbus.

Executive Committee—J. H. Lehman, Canton, M. R. Andrews, Marietta.

On motion the report of the committee was received, and the persons nominated were elected as the officers for the next year.

The Association then took a recess in order that the Ungraded School Section might meet.

The Ungraded School Section was called to order by its President, J. J. Burns, and H. S. Doggett was chosen Secretary of the Section. On motion a committee consisting of L. D. Brown, H. Bennett, J. M. Yarnell, H. T. Sudduth, and E. A. Jones, was appointed to nominate officers for the ensuing year.

The committee made the following report:

We, your committee on the nomination of officers for the Ungraded Section of this Association, beg leave to make the following report:

For President—H. M. Parker, Elyria.

For Vice-President—Thos. A. Pollok, Miamisburg.

For Secretary--C. C. Davidson, New Lisbon.

The Committee also recommend that the officers named constitute the Executive Committee for this Section.

The report of the Committee was adopted, and the persons named declared elected.

The Ungraded Section then adjourned and the General Association resumed its session and business.

The President, Reuben McMillan, made a few remarks in regard to the kindness of Mr. Shattuc and others.

The time for adjournment having come, on motion the Association adjourned, the members rising and singing the Doxology.

Henry S. Doggett,

Secretary.

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PERSONAL

- —J. H. SNYDER is Principal of the Crestline High School.
- ----DAVID H. MOORE is President of the University of Denver, Colorado.
- -J. P. SHARKEY is Principal of the Public Schools of Monroe, Ohio.
- ——W. R. Barron has taken charge of the Public Schools of Pemberville, Ohio.
- —G. W. Henry has been re-elected Principal of the High School at New Lisbon.
- ——A. G. Crouse, of Findley, has been elected Principal of the Academy at Fostoria, Ohio.
- ——Emma F. Potter has been re-elected Superintendent of the Public Schools of Ashland.
- ——W: S. Wood has been elected Superintendent of the Public Schools of Seymour, Indiana.
- ——L. D. Brown has been re-appointed local examiner at Hamilton, Ohio, for three years.
- JEROME ALLEN has been elected President of the "New-York State Teachers' Association.
- —O. P. Kinsey and wife of Lebanon, Ohio, will sail next month for Europe, to be gone a year.
- ——T. D. Brooks of Convoy, Ohio, has taken charge of the Public Schools of Blair, Nebraska.
- ——Roscon Stinson has been elected Superintendent of the Rublic Schools of Bloomingburg, Ohio.
- O. F. SERVISS, one of the Principals in Springfield, has resigned to enter into the insurance business.
- ---JAMES LEECH has been employed to take charge of the school at Hartford, Ohio, the coming winter.
- —C. S. Wheaton has been re-elected Superintendent of the Public Schools of Plain City. Salary \$600.
- ——O. F. WILLIAMS has been elected Principal of the Public Schools of Metamora, Ind. Salary \$75 a month.
- ——FANNIE M. WALTON of Akron, Ohio, has accepted a position in the Ladies' Seminary at Kalamazoo, Mich.
- —B: T. Jones, Professor of English Literature in Buchtel College, has been transferred to the chair of Ancient Languages.
- ——D. R. BOYD, Principal of the Van Wert High School, has been promoted to the Superintendency as successor of I. W. Legg.
- ——G. A. PECKHAM, Professor of Ancient Languages in Buchtel College, has accepted the chair of Mathematics in Hiram College.
- —W. H. ROWLEN, Principal of the High School at Martinsburg, has resigned to accept the Principalship of the Doylestown Public Schools.
- ——Miss M. W. Sutherland of the Steubenville High School, has accepted the Principalship of the Mansfield High School. Salary \$1000 s year.

- ——Orlin Phelps, late Superintendent of the Public Schools of Dexter, Kansas, has taken charge of the Public Schools of Arkansas City, Kansas.
- ——D: Torbet, Principal of the Burbank Academy, has succeeded Jesse Hissem as Superintendent of the Public Schools of Loudonville. Salary \$675.
- —R. H. WHALEN, Superintendent of the Public Schools of Glendale, has taken unto himself a wife in the person of Miss Lida Howry, of Lebanon, Ohio.
- John McConkie, who has for a number of years been Superintendent of the Public Schools of Delta, Ohio, has taken an agency for a Chicago firm.
- —H. F. Derr, for the last two years Superintendent of the Hudson Public Schools, has accepted the Superintendency of the Public Schools of Monroeville.
- ——Dr. W. T. Jackson, Principal of the Fostoria Academy, Ohio, has accepted the chair of Modern Languages in the Indiana-State University, at Bloomington.
- —Miss Maria Parsons, who has for several years been Principal of the Akron High School, has accepted the chair of Rhetoric and English Literature in Buchtel College.
- —H. E. BLAKE, who has had charge of the Grammar School at Richwood, has been elected Superintendent of the Public Schools of Delta, as successor of John McConkie.
- —C. W. Williamson, formerly Superintendent of the Public Schools of Wapakoneta, has been elected Superintendent of the Public Schools of Napoleon as successor of J. F. McCaskey.
- —J: McBurney, for fourteen years Superintendent of the Public Schools of Cambridge, Ohio, has been elected to the chair of Natural Sciences in Muskingum College, at New Concord, Ohio.
- ——P. W. Search has been re-elected for three years superintendent of the Public Schools of West Liberty, and his salary increased to \$1200. West Liberty contains less than 1000 inhabitants. What other town in Ohio does as well?
- —ELLA GRIFFITH of Salem, has been elected to a position in the High School at Niles. Miss Griffith is a graduate of the Salem High School, and for several years had charge of the High School at Alliance. She has been resting for several years on account of ill health.
- —The Rev. Orello Cone, D. D., has accepted the Presidency of Buchtel College, Akron, succeeding the Rev. E. L. Rexford, D. D., who resigned to accept a pastorate in Detroit. Mr. Cone was formerly Professor of Languages and Literature at St.-Lawrence University at Canton, N. Y.
- —ARTHUR A. CLARK has been appointed one of the County Examiners for teachers of Belmont County. He is an energetic young man, and will no doubt make himself felt as one of the educational forces of the county. He has also been elected Principal of the Fifth-Ward Schools of Bellaire.
- ——Prof. E. B. Andrews died August 14th, at his home in Lancaster, Ohio. His remains were buried August 16th, in the College lot at Marietta, by the side of those of President Smith. He was the youngest of six brothers, and the first taken away. He was a graduate of Marietta College, and for nineteen years a Professor of Geology In:it. About a dozen years ago he became connected with the State Geological Survey.

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-AND

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AMERICAN ENGLISH.

BY PROF. HENRY E. SHEPHERD.

It is only within the last few years that the study of English has begun to assume its just proportions, or to elicit even partially the interest and the attention that its importance demands. Within the memory of the generation which is still in the vigor of manhood, the English language had no recognized place in collegiate or University curriculums. If pursued at all, it was merely as an annex to some more fortunate department, such as history or literature. Of late years all this is changed. The mother speech is no longer subjected to the indignity of a contemptuous toleration. The press has teemed with Hand-Books, Manuals, and Historical Grammars of English, illustrating almost every phase of its development, so that he who remains in ignorance despite the immense advances made in this field, has nothing to blame except his own indolence, or his own indifference. The application of the comparative Method, such as has been brought to bear in a higher degree upon the grammar of Latin and Greek, has invested the subject with a new dignity, as well as a new interest. It is scarcely necessary to mention the names of Koch and Mätzner in Germany, Oliphant, Sweet, and Skeat in England, March, Child, Corson, and Marsh in America. I propose here to speak of the English language as it exists in

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the United States, and of those peculiar tendencies in our national life which are seriously affecting its form and character. Language is the most exquisitely sensitive of all the productions of the human intellect; none is so lucid a reflection of its inner life. This general truth finds its clearest illustration in the history of English speech.

A critical appreciation of the evolutions of English, is attainable only by him who has penetrated the inner life of English mental and social development. The age of the Restoration, the time of Anne, and the first quarter of the present century, are conspicuous illustrations of the truth of this proposition. As our social and intellectual habitudes, assume a clearlydefined character, as our literature becomes less dependent upon the mother country for inspiration, American English must acquire a distinctive form, receding slowly from its original, and adapting itself to the modified social and moral conditions of American life. There are several tendencies in our national life, which must seriously affect the future of our language, although their action may be imperceptible, "until some ages are passed over." The mutations of speech are insidious in their operation; they oft-times elude the most vigilant scrutiny, and appear as accomplished results, rather than as processes or gradual growths. Who, for example, has ever been able to trace to a specific beginning, that ungracious intruder into our syntax, the passive progressive form, now hopelessly engrafted into the language? So subtle are all linguistic corruptions, both logical and structural, that the conservation of pure speech demands a degree of rigid vigilance, scarcely surpassed by that required for the preservation of pure morality.

The principal influences affecting the character of American English, may be arranged under several distinct heads. Our political development since the close of the civil war. The status of the American newspaper. The absence of a recognized literary class. The vast influx of foreign elements, and the establishment in certain localities of bi-lingual schools. The vicious methods of teaching English, prevailing in American elementary institutions.

Every movement of our political system for the last fifteen years has contributed to efface distinctions of intellect and of learning; it has been a grand levelling process, impatient of every thing that bears the impress of higher culture, and intent upon reducing both literature and learning to the base standard of its intellectual communism. Political equality, however salutary upon grounds of expediency or abstract justice, has ever been unpropitious to the purity of national speech. A suggestive reminder is to be drawn from the history of the Latin tongue, after the extension of civic equality to the provincials. It stimulated the action of phonetic corruption, ever potent in language, even under the most auspicious surroundings, and hastened the process of decline by which the classic idioms gradually yielded to the encroachments of the lingua rustica. It may be said that apprehensions of this character are gratuitous, if not chimerical, in an age marked by immense advances in elementary education, and in which greater uniformity of speech has been attained than in any preceding period. This very uniformity, however, produced by widely-reaching elementary instruction, combined with the powerful assimilating influences of modern civilization, tends to render precarious the existence of a recognized literary or linguistic standard; it effaces the distinctive character of a literary dialect by bringing down all varieties of speech to the common level of tame mediocrity. In the absence of a distinct literary class, powerful enough to resist this tendency by the maintenance of a reputable standard of usage, there is reason to think, that in the course of time, by the action of the influences we have indicated, intensified by the potent agency of the daily paper, the popular lecture, and the sensational periodical, all adapted to the low plane of popular intelligence, instead of endeavoring to elevate it, American English will lose whatever distinctive character it may have acquired as a literary form of speech. This deplorable movement of our speech is accelerated by the universal diffusion of elementary instruction, furnishing to all a minimum of knowledge, which by its very prevalence and cheap acquisition, is breaking down in some sections of the country the time-honored classical Academy; and as a logical consequence, impairing the influence and the efficiency of the college. While universal education in its elementary forms is a boon and a blessing, it cannot fail to act disastrously upon the national language, if it leads to the decadence of the Academy and the College. The prevalent type of newspaper English is unpropitious to the promotion of pure speech. The hot haste in which most of the articles in our great dailies are produced, their flagrant disregard of grammatical propriety, and their almost universal circulation among every class of population, must tend to debase and vitiate the current English. The inexorable requirements of the printer's space, sacrifice purity of expression to the necessities of condensation. The ideal of newspaper reporting is to compress the greatest amount into the smallest space, regardless of continuity of thought, relation, arrangement, logic, or common sense. Take as a typical illustration, the following extract from one of our leading dailies:-"The defective lighting of Male Primary No. 19, was referred to the Inspector of Buildings, who was requested to put a new fence around Primary School No. 12." What possible relation the dark class-rooms in No. 19, sustained to the new fence around No. 12, is intelligible only to the reportorial fraternity. It is at least a significant indication of a depraved linguistic taste, that such incongruities of expression do not strike the popular eye, and offend the popular ear. They are of daily occurrence, and our sensibility is blunted, our conscience seared, by long familiarity with "monsters of such hideous mien." Another influence affecting the purity of American English, at least in our large commercial and literary centres, is the vast influx of foreign elements, and the establishment of bi-lingual (English-German) schools. It is curious and suggestive to observe how the evolutions of language repeat and reproduce themselves, when subjected to the same influences, in different ages and under varying conditions. He that inspects an English-German school, cannot fail to observe in the grotesque blendings of English and German idioms, which sometimes appear in the translations of the younger pupils from one language into the other, a repetition in a modified degree of the process by which English was evolved out of a fusion of Romance and Teutonic elements. The attempts of immature pupils to translate from English into German, or German into English, sometimes present a new linguistic development, a sort of "tertiary formation," neither German nor English, but something distinct This bi-lingual tendency, although local in its from each. action, cannot fail to taint the purity of current English, so far as it is exposed to its influence. The neglect of our own literature, and the defective modes of teaching English prevalent in our schools, are an old and oft-repeated complaint. teaching of English in our elementary institutions, has time out of memory, consisted in a morbid anatomy of sentences. principally ignoring the synthetic or objective phases of the language, and concealing from the pupil the luxuriant richness. the versatile graces of his mother-tongue. Much remains to be accomplished in the critical elucidation of American, as well as English authors. Who, for example, has studied for philological purposes the voluminous writings of our eminent statesmen, Madison, Jefferson, Hamilton, Webster, and Calhoun? They afford a rich and virgin harvest, but no one thus far has thrust his sickle into this harvest. To cite but a single illustration, by no means creditable to American lexicography, both Webster and Worcester mention the word occlude as obsolete. and give no later example of its use than the writings of Sir Thomas Browne. Mr. Calhoun, in one of his speeches upon the war of 1812, nearly a century and a half after the death of Browne, uses the word without the least intimation of its having passed out of reputable use. (See Calhoun's Speeches Vol. II., Page 105).

The word occlude is but a single illustration, gathered from the vocabulary of an eminent statesman, whose intenselylogical mind disdained verbal pedantry, and who used words as the ministers, and not as the ornaments of thought. Numerous examples, gathered from the writings of our constitutional expositors, might be cited of terms retaining their older English significance. Webster, Washington, and Jefferson are eminently suggestive to all students of American English. Our first great brood of statesmen were educated during the last half of the XVIII century, and received their literary inspiration principally in the school of Addison, whose fame had not then begun to pale, before the rising lustre of the later Georgian Then too, the Virginia and Massachusetts colonists of the XVII century, brought with them and their descendants have perpetuated an array of goodly words, reputable and familiar in the days of Sackville or Bacon, especially familiar in the vocabulary of the XVII-century dramatists of the Elizabethan Age, but which have fallen into decadence since the thorough scrutiny to which the vocabulary was subjected during the reconstruction period, towards the end of this century. Many of these terms have been household words to the natives of the older States, since childhood, especially in Virginia and Massachusetts. Not only ancient forms, but peculiarities of pronunciation, current in former centuries, still survive in the familiar utterances of the uneducated classes in some of our

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ancient commonwealths. The writer has been accustomed from childhood, to jine for join, jist for joist, hist for hoist; and every reader of Pope and Dryden will remember that such was the recognized pronunciation of their time, as is abundantly attested by the numerous rhymes in which no other sound is admissible. Toll, to entice, to decoy, a colloquialism in Virginia and North Carolina, is employed by the Elizabethan dramatists, moe for more, common in Chaucer and Spenser, is still perpetuated in these States. Wilt, found in Shakespeare, survives in Virginia, chap is also used in its olden-time sense, while in the mountains of North Carolina, one may hear, those molasses, or these molasses, a verbal monstrosity which has its counterpart, I think, in some of the English dialects. Among old-time forms and phases, common in some of our less-progressive or less-destructive localities, may be mentioned the XVI century, sojer for soldier, faut for fault, while our current expression, "a good fellow," is used in precisely its modern sense, by the grave and austere reformer, Tyndale. This list might be indefinitely extended,* but it is sufficient to demonstrate that the prevalent impression in regard to Americanisms, is devoid of foundation in reason, or in linguistic history. So far from being in many instances, native corruptions, or proofs of American linguistic degeneracy, they are survivals of XVI- and XVII-century usage, as every accurate student of the English tongue is well aware. When George Washington spoke of some one as having been "captivated by the British" the expression had its precedent and its justification in the headings of our old English Bibles, in which we read that "Samaria is captivated for their sins." The miscellaneous writings of Jefferson present a rich and varied field to the student of American English. The first American that recognized the claims of the English speech to critical elucidation and research, he founded the first chair of Anglo-Saxon in the University of Virginia, 1825. He seems to have anticipated the modern theory of the relation of Anglo-Saxon to English, and though his stand-point is not the same in all respects, as that of Morris, Freeman, and Sweet, he insisted upon the identity of the two tongues, and the modern school differ from him more in their manner of presenting the subject, than in essential or irreconcilable divergences of view.

^{*}I need scarcely add techey, used by Shakespeare, still common, especially among the Southern negroes, nor Calhoun's use of the XVII-century word, contradictious.

Webster is sometimes singularly rich in his appropriation of antique words and forms, as forefend; and influence employed in its old and exquisite poetic sense, of an invisible emanation from the celestial bodies, affecting, as well as controlling the destinies of men. The time will come when the English of America will demand, and will receive, separate study, and special investigation. The present essay does not profess to do more than to indicate some of the influences that affect and mould it, and to suggest some of the modes in which its study may be most effectively pursued. When the time approaches for its investigation upon special lines, distinct from the idiom of the mother-country, though not separated from it (which calamity may Heaven forefend), we trust that a band of enthusiastic and thoroughly-equipped laborers may be sent forth into the harvest, animated by a conviction of intellectual as well as moral responsibility, in the conservation and purification of our Anglo-American speech, the most splendid and the most enduring of the many glories that constitute our heritage.

PASSAGES FROM AN ADDRESS TO A GRADUATING CLASS.

BY W. H. VENABLE.

I.

THE QUICK COAL.

In George Herbert's deep-searching poem entitled Employment, occur the words:

"Man is no starre, but a quick coal
Of mortal fire:
Who blows it not, nor doth controll
A faint desire,
Lets his own ashes choke his soul."

Significant truth is couched in this. Activity is the price of culture. The Intellect is kindled by the breath of the will. Man's faculties fall into decay from disuse. We must blow the coal or it goes out. To gain is important, to retain is equally so. The day after graduation day, brings a crisis. The student has graduated; gone step by step, thus far upward. Henceforth will he graduate still further upward, or will he graduate downward? The steps go both ways. The student's soul is all aglow at the end of his school days. Then comes the true test of his metal. Will he blow the quick coal without his teacher's prompting? Will he "control a faint

desire" for self-improvement, or will he "let his own ashes choke his soul?" His own ashes; sordid pursuits; sensual pleasures; dull indolence.

The cutting edge of Herbert's verse is in the words "control a faint desire." We must employ our faculties worthily, or else run the risk of infinite loss,—even the extinguishment of soul. We can not wait for strong inducements,—favorable moods, or great opportunities. The faint desire to know more, to think more, to act better, must be cherished. The young man felt an impulse to read a good book, but the conditions were not all favorable, and the impulse died away. The young woman "had a notion" to try the examination at the college of music, but when the day came, a sprinkle of rain, and the neglect to crimp the hair in time, put the "notion" to rest. The quick coal soon whitens with filmy ashes.

How hard it is to learn, how easy to forget; how easy it is to wish, how hard to work. The conditions of success to living, are rigorous. As Herbert says farther on in the poem already quoted from:

"Life is a business, not good cheer; Ever in warres."

If there be one in the ranks or files, who fancied the means of culture easy, let him step out now. Go home to idleness and good cheer. The farther you march with those who are in earnest, the more toilsome will the road become. Remember the words in Meister's Indenture, "every beginning is cheerful; the threshold is the place of expectation." * * *

* * "The height charms us, the steps to it do not: With the summit in the eye, we love to walk along the plain." There is but one sadder spectacle than that of youth standing idly on the plain with longing eyes fixed on the height; and that is youth standing idle on the plain unconscious of the height.

II.

THE USE OF CULTURE.

To what end shall our schooling in school and out of school be put? Culture gained, what is to be done with it? You are a true and critical observer of men and things; you have subjugated the world of books to your use; you write, speak, talk with felicity and force; you are trained; you possess your powers, and can employ them at will;—What will you do with yourself?

That is like asking what can a razor do that a jack-knife can not? What can a microscope do that the eye alone can not? The jack-knife may be good steel-shaping, tempering, grinding,—that is culture makes it a razor. Something is lost, much gained. The eye alone may be a good eye,—must be a good eye to be helped by the microscope,—but the microscope gives the good eye new power. Never can the eye however good, see a blood-corpuscle, except by the aid of a microscope.

The uneducated man is the jack-knife,—sharp enough, may be, and true metal, but get a jack-knife;—the uneducated man is the naked eye,—keen, clear, essential to vision,—yet a naked eye to which the very small, and the very distant, are inaccessible.

Culture is not the stuff of which men are made, any more than hammering, heating, and grinding are the stuff edgetools are made of. That which books add to men, is often like that which glasses bring to eyes. The man exists before the process,—training,—can begin. Good training,—wise culture, shapes the original material for various uses, and supplies the shaped material with various accessories, -gives the eye different scopes. The man of culture may, or may not put his acquired powers to worthy use. That is a moral question. But that a man of culture has powers that the uncultivated has not, is a fact that none but a fool or a lunatic will doubt. The hackneyed proverb, knowledge is power, is literally true. The end of culture is power. And power is that for which every mortal longs. Weakness we may tolerate, we may pity, -but we cannot desire. Power is king of the world. The ignorant who disparage knowledge,—the unrefined who disdain culture, and the poor who decry riches, may be classed together as deficient in common sense, or as wanting sincerity. There may, indeed, be now and then, one sane and sincere person who regards poverty as a blessing, and ignorance as bliss. But usually men long for money because money is power; and usually, the unlettered wight who cries out against book-learning and other mental accomplishments, may be set down as a disappointed fox disparaging highly-valued inaccessible grapes.

Yet it must be admitted that as the honest poor man often has just cause to fear and hate the arrogant rich, so the sensible, uneducated man sometimes has reason to dislike the proud and conceited scholar.

DEDUCATION OF THE HEART A NATIONAL DEFENCE.

The most permanent and enduring of national safeguards consists in that thorough culture of the National Heart which can be furnished only by the power of a true system of moral culture.

A simple-hearted German once became a violent enemy of education, alleging as his reason that he had sent his son to school where he had learned to read and write, and afterwards committed a forgery, and that therefore, education was the cause of rascality. Now silly as was the old man's non-sequitur. there underlies it a truth of great importance. Mere education of the intellect while that of the heart is neglected, is a very questionable blessing. It is the erection of a house while the foundation is neglected; the development of the stem and branches of a tree while the roots are narrowed and shrivelled: the enormous growth of the brain while the sanguineous and muscular systems are stunted, a process which must end in deformity and disaster. It ignores the fact that the active potencies of human nature lie not so much in the head as in the heart, that the heart is at least as imperfect and as much in need of education as the head, and that the sins and sorrows of man have their seat less in an uncultured intellect, than in depraved appetites, lawless passions, and perverted dispositions. We do not affirm that the culture of the mind has no effect upon the heart, because the essential unity of the soul produces such a connection in all its faculties that one class of them cannot be cultivated without producing some effect upon the others.

This is especially seen in the more-advanced stages of intellectual training, when the passion for knowledge and the pleasure of mental effort antagonize the meaner passions of the soul and wean them away from the mere sensual and ignoble enjoyments. And yet a Bacon, a Byron, and a Bonaparte, show that there is nothing in the mightiest faculties of the mind, when developed even to their utmost culture, to furnish a guarantee against meanness, profligacy, and selfishness on the most gigantic scale. Nor will a wider induction of facts present a materially-different result. The effect of popular education in those countries where it has been tried does not demonstrate it to be a preventive of crime, unless there coexist with it an active form of a true moral culture. In Prussia education is practically universal, and yet a few years ago, it appeared that crime was fourteen times as prevalent

there as in France, where but about one-third of the inhabitants can read and write, the one country furnishing a criminal for every 587 of its inhabitants, whilst the other, with all its laxity of general morals, presents but one for every 7285. And in France itself, where education is almost exclusively intellectual, it has been found that the amount of crime is in exact proportion to the amount of education, the districts which have most of the one having also the most of the other. Statistics in other countries tend to the same conclusion.

The teachings of history corroborate these deductions from existing facts. The era of literary splendor has not always been the noonday of national glory, but oftener the gorgeous glow of its setting sun. It was whilst Plato and Aristotle divided the hemispheres of human thought, that the liberties of Greece were stabbed to the heart, and before the thunder of Demosthenes had ceased to vibrate on the cultured ears of the Athenians, that those liberties were laid in their grave. was whilst the spell of Cicero's matchless words hung over the seven hills that Cæsar passed the Rubicon, and it was beneath the intellectual splendor of the Augustan Age that there lay reeking that rottenness into which the barbed shafts of Horace and Juvenal were flung, and from whose corroding decay this mighty empire at last fell with a crash that startled the world. Italy, France, and Germany, in more modern times will furnish the same results in regard to mere literary splendor, and unaided culture of the intellect of a people.

Kant says "Man may be said originally to be inclined to all vices; for he has desires and instincts which influence him, although his reason impels him in an opposite direction." The error in all such cases is the disregard of the great fact of this downward tendency, an error as fatal to the workings of any system as the neglect of the inertia of matter would be in the construction of any great piece of machinery. Here is the sad and stern fact that meets us in human nature, a fact that clogs every invention of man, and by its deadening weight will defeat every perpetual motive discovery in social dynamics. The proclivity of our nature is to evil, and unless there be some distinct agency to counteract this gravitation of the soul, some heavenward impulse to antagonize this earthward tendency of the spirit, it must sink deeper and deeper, until beyond the reach of culture, in the smothering mire of corruption and decay. Digitized by Google

When a people have become thoroughly corrupted, when the taint has penetrated to their hearts and homes, when the rights of person, property, and reputation, have no sacred guarantee in the virtue of the community; in a word, when the morals and manners of a people have become thoroughly polluted, the end of that people is at hand, the body politic is sick unto death. This is a truth that the most stubborn stupidity must admit.

The function of true education is to forego such a crisis. As defined, the harmonious development of all the faculties of man, it is philosophical in theory but not in fact, despite the existence of ecclesiastical institutions. "Faith in God," says Pestalozzi, "is the source of all wisdom and all blessings, and is nature's road to the pure education of man." The right application of this aphorism involves a true system of moral culture. There have been many systems, but none save that of the Bible ever recognized this falling tendency in human nature or assailed it in the right place.

When a man would build a house he begins not at the roof but at the foundation, and when a man would heat the water in a boiler to steam he begins not at the top but at the bottom, for he learns that his agencies will act upward much more readily than downward. Now all systems before that of the Bible began at the top with the great, the rich, and the wise, and neglected the lower strata, while the true system beginning below, at the poor and the feeble, but the many, infused them with its own purifying life, that at length ascended by its own native elasticity, and gave life and energy to the whole. are not upon theological grounds—it is a position as strictly within the domain of education as a theorem of mathematics. The educational point we press is, that however it may be with individuals, who are imperceptibly influenced by the mass, yet with nations there is no morality without a system of moral culture, and to our American people there is no public virtue without that broad heart-culture which comes from a true system of moral education. It is in this that we find the only efficient correction of that depravity of our nature which has produced the hard materialism of the age, and which is the real cause of all national ruin.

Man must believe in something higher and better than himself or he can never rise in the scale of being. The Archimedean lever by which we would move the world must rest, poised

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beyond the sphere of the earth's attraction, and above the level of its orbit. The power that would truly educate the masses of earth must lay hold of instrumentalities beyond the earth. Hence faith is a grand element of power in both individual and national life, and especially in the latter. A faithless individual may be borne along upon the current in which he moves, but a faithless people must ever be a feeble, wavering, and irresolute people, incapable of any enduring effort. They may have occasional outbursts of wild energy, but these fitful paroxysms are spasmodic and epileptic, and not the high, sustained activity of a healthy national life. Every form of civilization that has been great and enduring in the world has rested upon this faith—a product of moral culture. Osiris may have been but a gigantic phantom; the awful powers whose gorgeous temples arose by the flashing waters of the Euphrates, but the distorted projections of a traditionary superstition; the Olympian conclave whose magnificent symbols gleamed from. the summit of the Acropolis, and stood in solemn array around the walls of the Pantheon, but poetic myths; and the Arabian prophet but a shrewd and cunning impostor, and yet it was by their faith in these things as the earthly manifestations of the unseen and eternal that the Egyptian, the Assyrian, the Greek, the Roman, and the Saracen, successively advanced to the empire of the world. As soon as their respective systems of heart-culture were destroyed the locks of their strength were shorn, and they became feeble and effete.

The very perversions of this noble accomplishment in the false systems furnish the measure of its power in the true. The domain within which heart-culture must be achieved is too meagre and narrow to furnish at once impulses and restraints to his nature. Both of these are needed however, acting in such exact adjustment to his powers that neither shall become disproportionate. Let the impulses become too strong, and he rushes on in wild confusion to a lawless barbarism; let the restraints become too strong and he sinks down to the sluggish indolence of an oriental despotism. Let the impulses become too feeble and he relapses into degradation and despair; let the restraints become too feeble, and he becomes restless, discontented, and turbulent. Now there is no system of moral education that has ever adjusted these progressive and restrictive forces of our nature with such fine and faultless precision as that of the Bible, and herein it evinces its origin in the same power who gave to man his complex and wonderful Education as ordinarily interpreted, needs this element of heart-culture in order to substantiate its claims to a philosophic basis. Education consists mainly in the philosophic adjustment of the progressive, retrogressive, falling and rising forces of the human organism—the appetites, the desires, the will, the sensibilities, as well as memory or judgment. The evolution of potentialities into actualities involves retardation and progression, and what can effect this culture? Evidently, only that system of education which is the co-creation with

its object.

Let the beliefs, hopes and fears of a people be limited only by the confines of time, and it is plain that they can never be The desire for material wellhappy, peaceful or prosperous. being may stimulate them to a progressive activity of the most feverish intensity, but there is no margin left for the inevitable facts that such an activity must only multiply and aggravate. There will be losses and sorrows in the most active progression, indeed increased in the very ratio of this advance. Now if the soul's last and greatest expectation of bliss be wholly within mundane restrictions, there is no compensating consideration to balance these evils. Every loss and sorrow is absolute and irretrievable, and tends to sour and harden the nature, making it less educable. Every disappointment or failure is a positive abstraction from the only hopes of existence that is exaggerated by the very brevity and uncertainty of our existence within those restrictions. The successes of life must be pursued and plucked with the famished eagerness of one who knows of nothing beyond, and who, therefore, grasps this with all the greediness of avarice. There is, then, no reserve of power to sustain in the reverses of life, no hope of brighter hours to gild the gloom of present sadness, no expectancy of future reward to compensate for the self-denials of the present. Communism, the red-handed product of unphilosophic culture, which has failed to secure what it fancies has been secured by its more fortunate compeers, will be ready for any wild scheme of levelling radicalism that will promise it a share in the spoils, the faubourg spirit of revolutionism will be swelled by every fresh failure in securing the successes of life; while disappointment at the inequalities of human condition, will engender discontent and unhappiness to an extent that will poison the blessings that remain and unsettle every foundation of society. Add to this, that there is no fear of any hell, save that which life presents, that virtue is but a balancing of the pleasures of present sin and the pains of possible suffering, that obedience to law is a mere question of expediency, and the last barrier to wild and rioting passion is swept away, the last defence of order and civilization broken down, and the floodgates of ruin and desolation opened. This is precisely the fatal defect with the masses of Europe, and especially of France, that render them incapable of any movement but that wild vibration that they are continually making between anarchy and despotism.

Let the contrary state of facts exist, and the beliefs, hopes, and fears of a people take hold beyond these restrictions, as the true system of heart-culture unfolds it, and there results that philosophic adjustment, that gives direction and permanence to the progressive rush of a stirring national life. Let the

power of the true system of moral culture pervade the homes of a people and that people is safe. For after all the roots of the liberty tree twine around the thresholds, and warm beneath the hearthstones of our unnumbered homes, and that as long as their homes present a quiet refuge from the toils and trials of life, as long as the graceful prattle of childhood, and the gentle smile of womanhood remain to welcome the husband and the father to the cheerful fireside, as long as the kindly charities of loving hearts are wreathing amid the hard reali-ties of outer life, a bower for peaceful repose in which the weary spirit may forget the tossings of an ever-heaving present in the anticipation of a sorrowless and endless future; so long as the meek-eyed dignity of the mother, the tenderness of the wife and the loveliness of the daughter, are blended in hallowed union to gild the household altar, and grace the household board, so long as the quiet Sabbath sunshine comes in alike through the stained windows of a palace, and the humble pane of the cottage with a radiance of rest that speaks of Paradise; in a word so long as a people have that home that is made by the teachings of a philosophic education, the liberties of that people are firm as the rooted oak. Disappointments and losses may still occur, but where a hope and a heritage are laid up external and beyond the loss, the evils of life are less heavily felt, because they leave untouched this greatest and best interest. The necessities of the country may demand self-denial and sacrifice, but to these the philosophically-educated man has already been taught, and the same culture that teaches him to love his neighbor as himself, also teaches him to make these sacrifices with a willing heart. The whole habit of his soul is one of obedience to law and reverence of rightful authority, and hence his nature is instinctively a law-abiding nature, that recoils from the tyrannous anarchy of the mob as indignantly as from the tyrannous monarchy of the despot. needs not the penalty of human laws to deter him from the commission of wrong, nor the rewards of virtuous conduct to keep him in the path of right, for he has learned the right and loves it. He is ever peaceful and forgiving, yet if the violence of men require that the sword should be girded to his side, and the helmet to his brow, the dauntless legions of Constantine, the fiery battalions of Gustavus, the unyielding band of Cromwell, and the brave men whose blood has wet the red fields of our own Revolution, and the slippery decks of Nelson, all show that when duty demands it, he who has been taught that death shall but carry him beyond the realm of shadows, can

> "Strike for his altars and his fires, Strike for the green graves of his sires, God and his native land."

And can such a people perish? Can such a people be led astray by the sophistical dreamings of Socialism, or Radicalism, or the brawling delusions that are trumpeting their delu-

sions at every corner? Can cunning malignity or designing demagogism lead such a people to rend asunder the blood-bought ties that binds them together, and strew the graves of their fathers with the quivering fragments of that hallowed Union they died to cement? Can the banded strength of the world ever crush such a people, where a hero shall spring forth from every hearth, and the memory of loved ones at home shall fire the heart and nerve the arm, and present to the invading stranger one broad, blazing, unbroken front of fiery and restless valor? No, all reason, all history, unite in saying no; such a people must be at once invincible and imperishable, instinct with an immortal life that the common diseases of nations cannot reach, and enfolded with a panoply that the common dangers of nations cannot pierce.

These were not theological views, but grand fundamental truths which statesmen, philosophers and educators acknowledge. Here then we find the conservative element of education, in the living results of a pure system of moral training. The defences of our Nation are not our armies and our navies,

nor our courts and capitals,

"Not cities proud with spires and turrets crowned,
Not bays and broad-armed ports,
Where laughing at the storm, rich navies ride;
Not starred and spangled courts,
Where low-browed baseness wafts perfume to pride.
No: men. high-minded men."

That these proper defences of the Nation be secured, let the People avail themselves of the instruments of philosophic education—an open Bible and Free Schools. Let these agencies go hand in hand, untortured by the cruel chemistry of a criticism that would pass the fragrant leaves and the blushing fruit of the tree of life through its crucible, and then in mocking derision of our credulity give us back only the bitter ashes; let these agencies, unfettered by the ghostly spider-webs of that huge and bloated thing, that from her den among the Seven Hills, has so long been weaving her subtle snares to entrap the unwary; let these manifold agencies be freely held up before the People, and let the heart of the People be penetrated and permeated by them, until the Nation shall feel the gushings of a deathless life tingling in its veins; and then in that time of peril and distress, when comes that oft-recurring conflict between the rights of the individual, and those of the Nation, when one must be sacrificed to secure the other, when the crisis demands that a part must be given for the whole, then the Forum will not yawn in vain, and our Nation, through the purity of its patriotism, which is the soul of its culture, and the noble example of its patriot teachers, be found high up above the past with its conflicts, and shedding light upon the troubled nations around, and penetrating even the darkness of the future, standing unharmed and undimmed, the living Pharos of the world.

EDITORIAL DEPARTMENT.

Our last number contained the Proceedings of the Chautauqua meeting of the Ohio Teachers' Association except the Inaugural Address of Reuben McMillan and the Annual Address of E. E. White. McMillan said the manuscript from which he read was not full, many of the sentences being incomplete, and therefore being rather in the line of notes which he knew how to fill out in the reading, but which a printer would not know how to fill out in using his manuscript. He was unable to get time to write the address out in full. He promised an abstract, but as it failed to reach us we suppose his health was such that he had not sufficient strength to prepare it. We know that in the latter part of the school year Mr. McMillan was troubled with insomnia and nervous prostration, probably a result of overwork in his schools and the additional strain growing out of his labors and anxiety connected with the holding of the State Association out of the State, an experiment that was looked upon by some as of doubtful propriety and success. gladly print Mr. McMillan's Address whenever he shall find time and strength to prepare it for the printer. Mr. White expected to find time to write out in August his address, which was delivered without notes, but he failed to do so. We expect he can furnish it so that it may appear in our next number. We know that those who heard it are anxious to have it printed.

——Among our contributors this month may be named H: E. Shepherd, Superintendent of the Public Schools of Baltimore, formerly Professor of the English Language and English Literature in Baltimore-City College, author of "The History of the English Language from the Teutonic Invasion of Britain to the Close of the Georgian Era," and W: H: Venable, author of the History of the United States, The School Stage, and several other works.

[—]Just as we go to press we have received the first number of "Education. An International Magazine. Bimonthly. Devoted to Science, Arts Philosophy, Literature, and Education. Thomas W. Bicknell, Conductor. Vol. I.—September—October, 1880.—No. 1." Pages 104. \$4.00 a year. Single number 75 cts. There are articles in the first number from W: T. Harris, Jas. McCosh, Barnas Sears, R. H. Quick, Miss E. T. Lander, Mrs. Louisa P. Hopkins, Edward S. Joynes, and A. D. Mayo. We wish we had space to quote the editor's reasons for the establishment of this new Educational Magazine. We commend it to our readers. We will furnish it with the Ohio Educational Monthly for \$4.50, or will receive subscriptions for it without the Monthly at \$4.00. We will send it with Educational Notes and Queries for \$4.10.

-WE alluded in a general way last month to the labors of the Executive Committee in connection with the success of the last meeting of the Ohio Teachers' Association. A questionable experiment was to be tried in the face of opposition and misgivings. The first work of this committee, consisting of E. F. Moulton, Chairman, M. S. Turrill, Sec., J. M. Goodspeed, W. W. Ross, G. W. Walker, and M. S. Campbell, and R. McMillan (ex-officio), was to decide upon a program, and the second to fix upon the place of meeting. The proposition to meet at Chautauqua was so strenuously opposed that the matter was not decided at the winter meeting but left for future decision after correspondence with teachers in different parts of the State. This made the labor of the committee and especially of its chairman probably greater than that of any previous committee in arranging for a meeting. The Committee cannot fail to look with satisfaction upon the result of the experiment although attained by much extra labor, and especially must the two retiring members, Messrs Moulton and Goodspeed, the oldest in service on the Committee, feel gratified that their labors closed with a meeting which is one of the most eventful in the history of the Association.

EDUCATIONAL INTELLIGENCE.

- "THE Eclectic Teacher" is now published at Lexington, Ky.
- HANOVER College, the oldest in Indiana, now admits ladies to its classes.
- (+--The Southwestern Teachers' Association will meet in Cincinnati October 11.
- ——The Northeastern-Ohio Teachers' Association will meet in Canton October 112 Association will meet in Canton
- THE new school-house at Wellsville, with ground and out buildings cost \$42,257.
- THE school enrolment in the first week of the Akron Schools last month was 2,544.
- THERE are twenty teachers including the Superintendent in the Warren Public Schools.
- —The Missouri State University opened last month with a larger attendance than ever before.
- THERE are 70 pupils in the High School at London, Ohio, 23 of whom are in the senior class.
- .—The last meeting of the New-York State Teachers' Association, at Canandaigua, was the thirty-fifth.
- ——Twenty-ning gentlemen and twenty ladies attended Mr. McBurney's Normal Class in Cambridge last summer.
- THE Eastern-Ohio Teachers' Association will meet at Barnesville the Friday and Saturday after Thanksgiving Day.
- —OTTERBEIN University opened the second week in August with 120 students, with fair prospects of an increase in number.

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- —The public schools of the village of Worthington, have now an organic connection with the Ohio Central Normal School
- "SILVER ECHOES" is the title of a little 40-page music book by A. B. Kaufman, just published by J. H. Leslie of Cleveland.
- —The Journal of Speculative Philosophy edited by Dr. W: T. Harris, is now published by D. Appleton, New-York city, instead of at St. Louis.
- ——The National Normal School at Lebanon, Ohio, opened last month with more students than ever were present at the opening in any previous year of its history.
- ——The Central Normal School at Worthington, Ohio, opened last month with an increase over last year. A Musical Conservatory is to be added to the school in January.
- ——A 32-PAGE "Catalog of Books on Education, the Science of Teaching, etc., with a separate list of books on Kindergarten," has been issued by Robert Clarke and Co., of Cincinnati.
- ——The metric system of weights and measures became binding, July 15th, in Spain and its colonies. The Turkish government has also ordered its introduction into all Turkish colonies.
- —The last number of Barnard's American Journal of Education July 15, contains a fine steel-plate engraving of Dr. W: Torrey Harris. It also reproduces the New-England Primer of 1777.
- —The Texas Journal of Education, edited by O. N. Hollingsworth and wife, was started in August last at Austin. It gives the minutes of the State Association held at Mexia, June 29, 30, and July 1. We wish it success.
- —The Chicago meeting of the Business Educators' Association, elected Richard Nelson, of Cincinnati, A. P. Root, of Cleveland, and A. D. Wilt, of Dayton, as the executive committee. The meeting next year will be in Cincinnati.
- "Peterson's popular 'Dollar Series' is soon to be augmented by the addition of 'One for Another,' a sparkling society story. This novel has a strong plot, well-defined characters and continuous interest. All readers of fiction will relish it. Publishers, T. B. Peterson & Bros., Philadelphia."
- ——"Henry Greville's new Russian story, 'The Trials of Raissa,' is speedily to be published by Messrs. T. B. Peterson & Bros., Philadelphia. It deals with life and love in the far-off dominions of the Czar, and is full of interest from beginning to end. No one can write a Russian novel like Henry Greville."
- ——"'The Stranglers of Paris,' soon to be issued by Messrs. T. B. Peterson & Bros., Philadelphia, is one of the most exciting and absorbing novels ever given to the public. It treats of a strange murder, the search for the assassins, their capture and trial, going through the entire course of French criminal justice. Its author is the famous Adolphe Belot."
- —A THOUSAND members attended, the last of August, the Boston meeting of the American Association for the Advancement of Science.

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Why do the scientific men attend their Association meetings in larger numbers than educators do the National Educational Association, and why is the scientific association shown more attention by local authorities and citizens than the National Educational Association? We pause for a reply.

- "Messes. T. B. Peterson & Brothers, Philadelphia, have in preparation a Sarah-Bernhardt edition of the younger Dumas's powerful novel, "Camille; or, The Fate of a Coquette." The work will be highly important as a complete key to Mlle. Bernhardt's conception of Camille. It will also be a fitting souvenir of the great French actress's visit to this country, and on the cover will be found a capital portrait of her. Paper cover at a low price."
- ——"'CLORINDA; or, the Rise and Reign of His Excellency Eugene-Rougon,' just published by Messrs. T. B. Peterson & Brothers, Philadelphia, is Emile Zola's characteristic picture of the Court of Napoleon III., and many prominent characters of the time of the last French Emperor figure in the novel. The restless ambition of the hero and the way in which a scorned woman takes vengeance for her wrongs are the main points of this great and realistic fiction. Look out for another eruption."
- ——"'The Black Venus,' now in press by T. B. Peterson & Bros., Philadelphia, is a thrilling novel destined to create a sensation of no ordinary kind. The scene is laid in the unknown regions of Central Africa, and the slave traffic engrosses attention. No better description of the cruel and ferocious dealers in human flesh was ever given than in this great novel. It was written by Adolphe Belot, and the Kiralfy's grand spectacular play was founded on it."
- ——A TOWNSHIP High School has been established in Bethel Township, Clark Co. It will open October 11, under the charge of R. H. Taylor, a graduate of the Normal School at Shippensburg, Pa. The course of study extends over three years and includes Higher Arithmetic, Algebra, Geometry, Higher English Grammar, Rhetoric, Latin, and English literature, U. S. and General History, Physical Geography, Physiology, Physics, and Book-keeping. Spelling, Reading, and Penmanship will also receive special attention.
- ——German has been introduced into the public schools of Lebanon, Ohio, in accordance with a petition. The man who was the means of slipping into the school law the section on which this action has been based, ought to be shut up with Germans, and never be allowed to hear another English word spoken. A great deal of the teaching of German in the lower grades of schools in Ohio, results in nothing tangible. One prominent Superintendent in one of the large cities of the State, where German was largely taught, states that he never knew of but one of the English-speaking pupils learn German well enough to use it in business. This statement was based upon an observation of about a dozen years.

PERSONAL.

- ----AARON GRADY remains at Wheelersburgh. Salary \$600.
- ---Dr. J. B. Peaslee of Ohio, did summer Institute work in Indiana.
- —J. M. COYNER, formerly of Indiana, is still teaching at Salt-Lake City.
- ——PLEASANT BOND is now a teacher in the Normal School at Ladoga, Indiana.
- W. G. E. Pope is Superintendent of the Public Schools of New Carlisle.
- ---JoSIAH HURTY, well known thirty years ago to Ohio teachers, is now at Paris, Ill.
- ——C. W. Roby of Wisconsin, goes to Portland, Oregon, at a salary of \$1800 a year.
- ---T. J. Moon has taken a position as teacher in the College at Wilmington, Ohio.
- ----W. W. RIPLEY has moved from Caldwell, Noble Co., to Winchester, Guernsey Co.
- ----J: W. Pierce is Principal of the Lagonda Public Schools. He has two ladies as assistants.
- —A. A. Croster, Principal of the late Copley High School, has decided to go to farming.
- —G. S. Harter, late of the Dayton High School, has taken charge of the Sidney High School.
- THE Hon. J. J. Burns took part in the dedication of the new school-house at Wellsville, Sept. 10.
- ——A. J. WILLOUGHBY, of Dayton, has taken the Principalship of the Lafayette (Ind.) High School.
- ——G: B. Lane of St. Louis, has been elected Superintendent of the Public Schools of Omaha, Neb.
- —T. W. FIELDS has given up the Western Normal Educator and is now editing the Institute Worker.
- ——Selim H. Peabody has succeeded Dr. J. M. Gregory as the President of the Illinois Industrial University.
- ——W. H. Van Fossan has succeeded J. W. Dorrance as Superintendent of the Public Schools of Hanoverton,
- —H. M. LICHTY, of Meyersdale, Pa., has taken the chair of Mathematics in Ashland College, at Ashland, Ohio.
- ——G: E. CAMPERLL is Superintendent of the Public Schools of Waverly, Ohio. There are eleven teachers in the schools.
- ——HIRAM HADLEY has decided to open an Academy in Indianapolis, He is the author of a work on English Grammar, while the state of the st

- ——J: W. Patterson has succeeded the Hon. C: A. Downs as State Superintendent of Instruction in New Hampshire.
- ---G: L. FARNHAM of Binghamton, New York, has taken the Superintendency of the Public Schools of Council Bluffs, Iowa.
- —A. P. MARBLE, Superintendent of the Public Schools of Worcester, Mass., is now a Ph. D. Bowdoin College conferred the degree.
- ——D. Greenwood has succeeded J. C. Logan as Principal of the West-Side School in Youngstown. Mr. Logan had held the place for five years.
- ——A. T. Willes of Newport, Ky., read a paper before the last meeting of the Kentucky Teachers' Association on "Curriculum of Common Schools."
- ——A. F. Cour has taken charge of the Public Schools of Marlboro. His predecessor, J. E. Pollock, expects to go into the drug business, possibly in Washington Territory.
- —M. MacVicar, Principal of the Normal School at Potsdam, N. Y., has accepted the Principalship of the Michigan State Normal School. He will enter upon his work the first of November.
- ——C. C. NESSELRODE, formerly of Ohio, and a regular attendant of the Ohio Teachers' Association, has recently visited his old home in Noble County after an absence of twenty-three years in Iowa.
- ——Prof. S. S. Haldeman, a noted philologist, author of the Trevelyan Prize Essay on Analytical Orthography and of English Affixes, died at his residence in Chickies, Pa., Sept. 10, at the age of 68.
- —J. B. REYNOLDS, late Principal of the Girls' High School of New Albany, Ind., and formerly one of the Louisville (Ky.) Principals, has taken charge of the Liberty Female College at Glasgow, Ky.
- ——C. E. Allen has succeeded Prof. Seymour in the Greek chair of Western-Reserve College, and Mr. Allen's position as Principal of the Preparatory Department has been taken by his assistant, N. B. Hobart, and Mr. Hobart's position by H. H. Hosford, valedictorian of the last graduating class.
- ——Prof. D. F. DeWolf has resigned the chair of Modern Languages in Western-Reserve College. He has been succeeded by Arthur H. Palmer, (the valedictorian in class of '79). Prof. DeWolf has been making speeches in behalf of the Republican party. The Colonel is a vigorous and earnest speaker.
- —A. G. MARSHALL of Jeffersonville, Ohio, seems to be a full-blooded conservative. Some time ago in the Eclectic Teacher he appeared as an opponent of the metric system, and last month he appeared as an antispelling reformer. It is but justice, however, to say that he favors the spelling bild, etc., etc.
- J: Hanson, formerly Superintendent of the Public Schools of Lima, and also of Marion, is now a resident of Salem, Ohio. He is travelling for a Boston shoe house. His services at Marion closed about fourteen years ago. His younger brother, L. N. Hanson, formerly a Principal in Columbus and Dayton, is now engaged in the banking business in Perrysburgh, Ohio.

——Dr. W: T. Harris, on his retirement from the superintendency of the Public Schools of St. Louis received a medal on one side of which was, "From citizens of St. Louis to William T. Harris, LL. D., in grateful recognition of twenty-three years of faithful service as teacher, principal, assistant superintendent, and superintendent of the St. Louis public schools—1857—1880," and on the other the symbol of education with the names of Socrates, Aristotle, Pestalozzi, Hegel, Arnold, and Mann. He also received \$1000 in money for European travel.

INSTITUTES.

Ashtabula Co.—Place, Jefferson; time of beginning, July 19; duration, four weeks; enrolment, nearly 200; great interest manifested by citizens; instructors, Elroy M. Avery (Algebra and Physics), Mrs. E. M. Avery (Botany and Physiology), E. L. Lampson (Arithmetic and Geography), Maria L. Sanford (History), —— Harvey (Vocal Music), —— Hubbard (Penmanship), and A. L. Arner (Reading); evening lecturers, the Hon. J. J. Burns, Dr. A. H. Tuttle, Maria L. Sanford, Elroy M. Avery, and a Mr. Smith of Chicago. The attendance was larger than at any previous session. Many were unable to get into Warren Hall to hear Mr. Avery's lecture on the Electric Light. Officers elected:—Pres., A. L. Arner; and chairman of Ex. Com., Ex. Pres. Sharpe. The action of the State Association as to examination in Natural Philosophy, Physiology, and History, as a condition of granting two and three-years' certificates was endorsed. Mr. and Mrs. Avery are engaged for the four-weeks' session of 1881.

Gallia Co.—Place, Gallipolis; time of beginning, August 9; duration, two weeks; enrolment, —; instructors, Elroy M. Avery and wife. The first week was much broken up by the non-arrival of the lecturers. The new railway it is expected will prevent such mishaps in the future. The action of the State Association as to requiring an examination in Natural Philosophy and History for a two-years' certificate, and an additional examination in Physiology for a three-years' certificate was endorsed.

Knox Co.—Place, Mt. Vernon; time of beginning, Aug. 23; duration, one week; enrolment, 129; instructors, E. T. Tappan (arithmetic, geography, theory and practice), and Miss Mary Zachos (elocution). Prof. D. F. De Wolf was present a part of a day and made some encouraging remarks. Others participated and added to the general interest. Officers elected:—President, J. C. Merrin; Vice Presidents, M. O. White and Daniel Stahl; Secretary, Candace Lhamon; Treasurer, B. F. Morris.

PERRY Co.—Place, Somerset; time of beginning, August 23; duration, one week; enrolment, 134; average attendance, 94; instructors, W. G. Williams and J. C. Hartzler.

SENECA Co.—Place, Attica; time of beginning, August 16; duration, two weeks; enrolment, —; instructors, T. W. Harvey, D. F. De Wolf, and Prof. Churchill.

AUGLAIZE Co.—Place, Wapakoneta; time of beginning, August 28 duration, two weeks; enrolment, 90; instructors, C. W. Williamson S. F. De Ford, C. W. Bennett, and W. Hoover.

MAHONING Co.—Place, Canfield; time of beginning, Aug. 2; duration, two weeks; enrolment, 72; instructors, M. S. Campbell, Byron E. Helman, and N. S. Beardsley. A resolution in favor of permissive county supervision was passed. Officers elected:—Pres., B. E. Helman; Vice-Pres., Belle Hine; Sec., Maggie De Vore; Ex. Com., C: P. Lynch, H. A. Manchester, W: Wannamaker, Eliz. Matthews, and Frank M. Rice. We spent one day in this Institute.

Montgomery Co.—Place, Dayton; time of beginning, Aug. 2; duration, two weeks; enrolment, ——; instructors, W. G. Williams, A. G. Farr, F. M. De Motte, and W: Watkins; addresses were delivered by D. F. De Wolf, Rev. A. J. Reynolds, J. Hancock, and R: W. Steele, Esq. A resolution in favor of Normal Schools was passed. Officers elected:—Pres., B. F. Herschey; Vice-Pres., J. L. Singleton and Lizzie Anderson; Sec., Mrs. Helen M. Reiszer; Treas., A. J. Willoughby.

MERCER Co.—Place, Celina; time of beginning, Aug. 16; duration, two weeks; enrolment, 153; instructors, Van B. Baker, both weeks, C. W. Bennett, first week, and W. W. Ross, second week; lecturers, the same and the Hon. J. J. Burns; subscriptions 87. Officers elected:—Pres., T. J. Godfrey, Esq.; Vice-Pres., W. F. McDaniel; Rec. Sec., B. M. Clendening; Cor. Sec., Mrs. Boone Touvelle; Treas., Mrs. A. Landfair; Ex. Com., Mrs. B. Touvelle, B. F. Klinger, and Amelia C. Kable. After the Institute 99 persons were examined for certificates by the county Board of School Examiners. Mercer County seems to be educationally alive. We suspect that much of this life is due to Esquire Godfrey, a lawyer of Celina, and a member of the Board of Trustees of the Ohio State University. We became acquainted with Mr. Godfrey twenty-two years ago when he was teaching in Wayne County, Indiana.

GREENE Co.—Place, Xenia; time of beginning, Aug. 23; duration, one week; enrolment, ——; instructors, G: W. Welsh (arithmetic, geography, and school government), J: P. Patterson (reading, grammar, and elementary science), and W: Reece (orthography and practice); evening lecturers, W: Reece ("Ideals"), J: P. Patterson ("The Gases" with experiments), and G: W. Welsh ("The Moon"). After Mr. Welsh's lecture W: Reece gave an out-door lesson in astronomy.

WARREN Co.—Place, Lebanon; time of beginning, Aug. 16; duration, one week; enrolment, 141; instructors, W: D. Henkle, R. H. Holbrook, H. Bennett, and F. M. Cunningham; subscriptions to Ohio Ed. Monthly and Ed. Notes and Queries, 76. This was the largest institute ever held in the county. Its success was due to the fact that the three county examiners, H. Bennett, Josiah Morrow, and F. M. Cunningham were all present and took part in the exercises. The query department of the Institute was an important feature. An interesting closing speech was made by Judge W: Wilson of Lebanon, a former teacher. Our visit to Lebanon was exceedingly pleasant, we not having visited the place for the last eleven years. The day after the close of the Institute, a county examination was held, at which 84 applicants were present, the largest class that ever assembled at one time in the county. Sup't B. F. Lukens was present every day and made an excellent report of the proceedings

which filled about five columns of the Western Star. It would be well if all Institutes could have as extended and intelligent reports.

CLINTON Co.—Place, Wilmington; time of beginning, July 19; duration, one week; enrolment, 123, gentlemen 60, ladies 63; instructors, D. W. Dennis and wife, D. B. Van Pelt, T. J. Moon, and W. D. Moore. Officers elected:—President, Ed. West; Vice-Presidents, Reynold Janney, N. H. Chaney, and C. S. Ousley; Secretary, Ellen Thompson; Treasurer, Joseph C. Hadley; Ex. Com., D. W. Dennis, Eva Wolf, Ellen Thompson.

Ross Co.—Place, Chillicothe; time of beginning, August 16; duration, two weeks; enrolment, 110; average attendance, 25; instructors, H. A. Ford and wife and W: Richardson; Officers elected:—Pres., S. H. Beery; Vice-Presidents, Susie B. Hoffman, M. F. Ginter, and N. Hudson; Sec., Mary West; Treas., S. F. Morris; Ex. Com., T. D. Harman, W: Richardson, and A. L. Ellis. A semi-annual meeting will be held at Kingston, Holiday week.

CRAWFORD Co.—Place, Bucyrus; time of beginning, Aug. 23; duration, one week; enrolment large. Institute very successful. No further particulars. Previously-announced instructors, Profs. De Wolf and Ridge.

BUTLER Co.—Place, Hamilton; time of beginning, Aug. 16; duration, one week; enrolment, 185; instructors, E. S. Cox, L. D. Brown, T. A. Pollok, and L. R. Marshall; occasional lecturers, the Hon. J. J. Burns, Sup't L. M. Crist of Liberty, Ind., S. J. McClelland, J. Quincy Baker, Dr. Dan. Millikin, and the Hon. Durbin Ward. Mr. Cox's evening lecture was on Emerson, Thoreau, and Hawthorne. Subscriptions for the *Ohio Ed Monthly*, 76. Officers elected:—Pres., W. H. Stewart; Vice-Presidents, Maggie Dickey, Lissa Daugherty, and A. B. McKinney; Sec., Jas. Monroe Slicher (re-elected); Assistant Sec., Lizzie Van Hise; Ex. Com., J. P. Sharkey, A. R. Van Skiver, and S. J. McClelland. Mr. Cox was invited to return next year. The institute was under the management of L. D. Brown.

Tuscarawas Co.—Place, New Philadelphia; time of beginning, August 16; duration, one week; enrolment, 100; instructors, J: Hancock and W. W. Ross. The Hon. J. J. Burns was present one day and evening. Three evening lectures were delivered.

LOBAIN Co.—Place, Elyria; time of beginning, August 16; duration, two weeks; enrolment, 190; instructors, E. F. Moulton, S. Findley, H. J. Clark, and H. M. Parker (?) No further particulars.

DARKE Co.—Place, Greenville; time of beginning, July 26; duration, two weeks; enrolment, 223; instructors and lecturers, W. H. Fertich, E. B. Seitz, G. S. Harter, J. T. Martz, and E. Lawrence. The Hon. J. J. Burns was present one day and delivered two lectures that were highly appreciated.

CLARK Co.—Place, Springfield; time of beginning, Aug. 23; duration, one week; enrolment —; instructors, S. J. Kirkwood, S. S. Hamill, and Harriet L. Keeler. Officers elected:—Pres., J. T. Tuttle; Vice-Pres., Z. Taylor; Sec., Lottie Watt; Ex. Com., John Holmes, J. W. Pearce, C. Davis, O. B. Trout, and Lizzie Crampton.

Summer Co.—Place, Akron; time of beginning, Aug. 16; duration, one week; enrolment —; instructors, W. G. Williams, B. A. Hinsdale, and G. H. Colton. Officers elected:—Pres., A. A. Crosier; Sec., Rena B. Findley; Treas., Fred. Schnee. Adjourned to meet the last week in August, 1880.

PORTAGE Co.—Place, Ravenna; time of beginning, Aug. 9; duration_ one week; enrolment, 110; instructors, S: Findley, W: D. Henkle, and Jennie Green; evening lectures, S: Findley, ("Self-Culture,") and W: B. Henkle, ("What ought we to expect of our Schools"). One evening was spent by W: D. Henkle in reading "The Rime of the Ancient Mariner." with comments as a lesson in English Literature. The reading was preceded and followed by two excellent recitations from Miss Jennie Green, of Alfred, N. Y., who has been engaged as instructor for next year. est was added to the reading of the Ancient Mariner by the fact that just in front of the reader sat Capt. Brayton, of Ravenna, a venerable exseaman who had cruised many times in the region where the Rime states the albatross was shot by the cross-bow of the Ancient Mariner. The comments made by the Captain, and his criticism of Coleridge's ornithological knowledge, were listened to with interest. Pickett, Superintendent of the Rayenna schools was President of the Institute, and added much to its interest. He has a vein of dry humor that we never before knew that he possessed. It should be stated that Miss Green's lessons on reading, vocal gymnastics and gestures were unlike anything we have ever seen in Institute work. Miss Green is pleasant, graceful, and winning, and we expect that more than one young man began to be enamored. How could it be otherwise, when even the old men were delighted with her simplicity and grace. Officers:-Pres., C. A. Gilbert; Sec., Belle Catlin; Ex. Com., W. E. Lumley, Homer Wolf, and Miss Blake.

TRUMBULL Co.—Place, Warren; time of beginning, July 19; duration, four weeks; instructors, H. M. Parker, T. H. Bulla, and R. W. Stevenson; lectures were delivered by Dr. J. B. Peaslee and the Hon. J. J. Burns. Officers elected:—Pres., J. B. Meikle; Sec., Mary Maltby; Assist. Sec., Ollie Bennett; Ex. Com., C. Strock, Jane Wolcott, C. T. McCartney. We spent one day in this institute, and found Messrs. Parker and Bulla doing thorough work. Mr. Moulton, although not an instructor this year, being engaged part of the time in other counties, did much in the way of arrangements to make the work valuable.

Belmont Co.—Place, Belmont; time of beginning, Aug. 9; duration, one week; enrolment, 150; instructors, T: W. Harvey, E. F. Moulton, and Col. D. F. DeWolf. The Hon. J. J. Burns was present on Thursday evening and delivered his lecture on "The Boy and His Counterpart—The Man." The next Institute will be held at St. Clairsville. Officers elected:—Pres., Chas. R. Shreve; Vice-Presidents, T. E. Orr, W. R. Woodward, Howard Kirk, Letta I. Harvey; Sec., A. A. Clark; Treas., C. E. Hitchcock; Ex. Com., J. M. Yarnell, C. E. Hitchcock, A. S. Haney.

"Medina Co.—Place, Lodi; time of beginning, Aug. 2; duration, three weeks; enrolment, 235 (largest ever held in the county); instruc-

tors, Samuel Findley, (Pedagogics), Mrs. Kate B. Ford, (School management and Primary Teaching), Hiram Sapp, (Arithmetic), W. R. Comings, (Geography and Composition), S. Thomas, (Grammar), C. J. Chase, (Reading and Calisthenics); evening lecturers, Samuel Findley, (The Teacher), Prof. D. F. DeWolf, (Social Problems), W. R. Comings, (Origin of the English Language and Ventilation), S. Thomas, (The Ministry of the Public Schools), Hiram Sapp, (Mouths). Mr. E. A. Ford, of Bloomington, Ind., gave very acceptable readings two evenings of the first week. The Phrencosmian Literary Society of the Lodi High School gave a dramatic entertainment on Thursday evening of the last week. The Query Box was a prominent and profitable feature of the sessions. Officers elected:—Pres., Hiram Sapp; Sec., Ella Wilson; Ex. Com., S. H. Nickerson, William A. Fitch, Miss F. M. Stone."

Morrow Co.—Place, Mt. Gilead; time of beginning, Aug. 16; duration, one week; enrolment, —; instructors, T. J. Mitchell; J. A. Wilson, and G. O. Brown.

Union Co.—Place, Marysville; time of beginning, Aug. 23; duration, one week; enrolment, 66; 35 gentlemen and 31 ladies; instructors, R. W. Stevenson, Prof. Nelson, J. Hancock, and W. H. Cole. No further particulars. We were present at this Institute one day.

DELAWARE Co.—Place, Delaware; time of beginning, Aug. 30; durations one week; enrolment, 196; instructors and lecturers J. S. Campbell, Prof. Nelson, H. P. Ufford, D. F. De Wolf, Mrs. Delia L. Williams, and the Hon. J. J. Burns.

HARRISON Co.—Place, Bowerston; time of beginning, Aug. 9; duration, one week; enrolment, ——; instructors, Prof. Brinkerhoff, J. Ross Lee, I. M. Clemens, and J. H. Brown. Papers were read and addresses delivered by several different persons, among whom was the Hon. J. J. Burns, W. H. Eagleson carried off the 4-dollar spelling prize, and Laura H. McCarty the 5-dollar reading prize. A dinner was served in a Carroll-County grove near by on Tuesday, at which toasts were responded to by different persons. The Bowerston Banner issued a little daily in behalf of the Institute. Adjourned to meet at Fairview the third Monday in August, 1881. Officers elected:—Pres., W. H. Dickerson; Vice-Presidents, S. C. Orr, E. A. Phillips, and W. T. Perry; Sec., Anna R. Cope; Assistant, Laura H. McCarty; Treas., W. H. Smiley.

Hamilton Co.—Place, Mt. Washington; time of beginning, August 23; duration, one week; enrolment, 222; instructors, U. T. Curran, J. C. Heywood, J. P. Cummins, D. B. Moak, A. B. Johnson, H. J. Disque, C. E. McVay, L. D. Brown, and John Hancock. E. M. Sawyer won the spelling prize, getting 73 per cent. James Keeling won the arithmetic prize (a 3-dollar gold piece) getting 77 per cent. Adjourned to meet at Cleves next year. A daily edition of the Public School was issued by F. E. Wilson. He said it was hard work. Officers elected:—Pres., J. M. Miller; Sec., W. A. Doran; Ex. Com., J. C. Heywood and S. Overholt.

WASHINGTON Co.—Place, Marietta; time of beginning, Aug. 9; duration, two weeks; enrolment, 152; instructors, M. R. Andrews, Margaret W.

Sutherland, Miss Luse, Prof. Smith, and Mrs. De Voir; evening lecturers, the Hon. J. J. Burns and Miss Sutherland. Officers elected:—Pres., M. R. Andrews; Vice-Presidents, S. S. Porter, T. C. Ryan, Emma Magruder; Sec. and Treas., Sarah M. Greene; Ex. Com., Rev. J. W. McMaster, C. W. Hudson, C. E. Keys, and J. H. Bowles.

BOOK NOTICES.

Introduction to Latin Composition Revised and Enlarged. With Introductory Exercises on Elementary Constructions. By W. F. Allen, Professor in the University of Wisconsin. Boston: Ginn & Heath. 1880. Pages VII., 181.

This work was first published ten years ago. The present revised and enlarged edition has been greatly improved. Part I. consisting of 43 pages, was prepared by the Rev. J. H. Allen, a professor in Harvard University, with the co-operation of John Tetlow, Master of the Girls Latin School of Boston.

FIRST CIRCLE IN ENGLISH GRAMMAR, for the Fourth Year or Grade. By T. R. Vickroy, A. M. St. Louis: G. I. Jones & Co. 1880. Pages 64. Second Circle for the Fifth Year or Grade, 64 pages. Third Circle for the Sixth Year or Grade, 64 pages. Fourth Circle for the Seventh and Eighth Year or Grade, 80 pages. Bound together in cloth. Price for introduction 50 cts. Each Circle separate on paper, 15 cts.

These circles constitute a graded series of language lessons including technical grammar. Many of the definitions are remarkable for their accuracy, and some exhibit a wide departure from those ordinarily given by grammarians. There are many things that will strike the teacher as novel, but none the less good. The author seems to have a strange view of the subjunctive mood.

A Treatise on the Law of Public Schools. By Finley Burke, Counsellor at Law, Council Bluffs, Iowa. New York: A. S. Barnes & Co. 1820. Pages 154.

There have been, as yet, but three works published in this country in relation to school law. The first entitled "The Lawyer in the Schoolroom," was published in New-York city about a dozen years ago, and the second, entitled "Common-School Law," a year or two ago by C. W. Bardeen. The work named above occupies a somewhat different field in the main from the two older works. Its scope can best be shown by giving the titles to its ten chapters; namely:-Taxation for Public Schools, Exemption from Taxation of Property used for Educational Purposes. Condemnation of Sites for School-houses, Elections, School Officers, Use of School Property, School-District Meetings, Employment of School Teachers, School Regulations, and Corporal Punishment, In illustrating the text the author cites decisions in 322 legal cases. We commend the work to lawyers, school officers, county superintendents, institute instructors, and to those teachers that are always getting into fusses with directors, boards of education, or parents. The author has done his work well. Digitized by Google

New and Complete English-German and German-English Pocket Dictionary, with the Pronunciation of Both Languages, enriched with the Pechnical Terms of the Arts and Sciences. For the use of Business Men and Schools. By Dr. J. F. Leonhard Tafel and Louis H. Tafel, A. B. Fifth Edition. Philadelphia: I. Kohler, 911 Arch St. 1879. Pages 434, 440.

This is a neatly-printed little work, and is very convenient for rapid use. We commend it to English Students of German and to German Students of English.

COLTON'S NEW INTRODUCTORY GEOGRAPHY. Illustrated with Numerous Engravings and Eighteen Maps, drawn expressly for this work. New and Improved Edition, containing Preliminary Development Lessons. New York: Sheldon & Co. 1880. Pages 85. Introductory price 45 cts., exchange, 30 cts.

Colton's Common-School Geography. Illustrated by Numerous Engravings and Twenty-two Study Maps, drawn expressly for this work, and specially adapted to the Wants of the Class-room. To which are added Two Full-paged Railroad Maps, showing the chief Routes of Travel, and a Complete Series of Twelve Commercial and Reference Maps of the United States. New York: Sheldon & Co. 1880. Pages 146. Introductory price 97 cts., exchange price 60 cts. Alex. Forbes, Cleveland, Ohio, Agent.

We have already noticed the previous editions of these works. The latter contains a carefully-prepared geography of Ohio, occupying twelve pages. The publishers have corrected the plates so that in the descriptive text populations of cities will be omitted, because populations are constantly changing, and the accuracy of the work is marred by giving fixed populations.

NATURAL SERIES. First Book. Felter's Elements of Arithmetic, containing Oral and Written Problems, and Drill Card Exercises. By S. A. Felter, A. M., and S. A. Farrand, Ph. D. New York: Charles Scribner's Sons. 1880. Pages 154. Wholesale, 30 cts., Introduction, 25 cts., Exchange, 18 cts.

This is a new and neatly-illustrated edition of a work, the previous editions of which we have noticed several times.

PRACTICAL LESSONS IN ENGLISH, made brief by the Omission of Non-Essentials. By J. M. B. Sill, A. M., Superintendent of Public Schools Detroit, Michigan. A. S. Barnes & Co., New York and Chicago. 1880. Pages 202. Price \$1. Sample copy by mail 35 cts.

Among the new candidates for the favor of the grammatical public this book may be called the most remarkable. It discards matter that has heretofore been considered as necessary to the orthodoxy of a work on grammar. Certainly a work that discards mood entirely would attract attention. There are so many striking points in this work that we cannot do better than to refer the reader to the book itself for additional information as to its character.

The Government Class-Book. A Youth's Manual of Instruction on the Principles of Constitutional Government and Law. By Andrew W. Young. New Edition, thoroughly revised by Salter S. Clark, Counsellor at Law New York: Clark and Maynard. 1880. Pages 279. Introduction price 85 cts., sample copy for examination with a view to introduction, 60 cts.

In our school-boy days, thirty-seven years ago, Young's Science of Government was a text-book in use in the academy which we attended.

The present edition is divided into two parts, the first treating of the principles of government under the heads "General Principles of Government," "Government of the State," and "The United States Government;" and the second treating of the principles of law under the heads of "Common and Statutory Law (or Municipal Law)," and "International Law." This book is a very valuable one.

THE LIFE OF AGRICOLA BY P. CORNELIUS TACITUS. Edited by W. Francis-Allen, A. M. Boston: Ginn and Heath. 1880. Pages 64.

The Latin text of this work fills 28 pages, and the notes, 34 pages. The editor aims, in these notes, to give more attention to historical references than to grammatical points. The introduction, which is dated May 20, 1880, contains a critical life of Tacitus. The editor promises to prepare, as soon as possible, an edition of the Germania of Tacitus.

PRACTICAL BOOK-KEEPING: A Text-Book for the use of Schools: containing a full Treatment of the subject of Business Papers, a Complete Course in Single-Entry Book-keeping, and a Short Course in Double Entry. By E. Oram Lyte, A. M. Lancaster, Pa.: Normal Publishing Company. 1880. Pages 234. 12mo.

We have never seen a work in book-keeping that strikes us more favorably than this. We commend it to teachers of book-keeping.

THE NEW TEXT-BOOK OF PHYSICS: An Elementary Course in Natural Philosophy designed for use in High Schools and Academies. By LeRoy C. Cooley, Ph. D., Professor of Physics and Chemistry in Vassar College. New York: C: Scribner's Sons. 1880. Pages x, 317. Introduction price 75cts.

The first edition of this work appeared in 1868. The new edition has been prepared in order to make it conform to the latest view of physics that it is "the science of matter and energy." Other important changes have been made to suit the new ideas. The work is beautifully illustrated. The telephone and microphone are described by appropriate cuts, but we fail to find any description of the electric light.

SELECTIONS FOR READING: with an Introduction upon Elocution. Prepared for use in Schools and Academies. By H: W. Jameson, A. B., 'Author of "Rhetorical Method." St. Louis: G. I. Jones and Co. 1880. Pages xiii, 235.

This book, which is for advanced classes, contains 125 selections, among which are many old and well-tried selections, as well as many that have not heretofore been inserted in the reading books. The elocutionary part of the work fills twenty-two pages. The author, however, says, "Any special training as an elocutionist, should not form part of the school course."

LITERARY STUDIES FROM THE GREAT BRITISH AUTHORS. H. H. Morgan. St. Louis: G. I. Jones and Co. 1880. Pages xx, 440. Introductory price \$1, for examination 80cts.

This book is intended to encourage an acquaintance with the masters of English Literature. The selections are from Chaucer, Spenser, Bacon, Shakespeare, Marlowe, Jonson, Beaumont and Fletcher, J. Fletcher, Massinger, Milton, Dryden, Defoe, Swift, Addison, Pope, Thomson, Fielding, Johnson, Hume, Collins, Sterne, Gray, Goldsmith, Gibbon, Chesterfield, Cowper, Burns, Wordsworth, Southey, Coleridge, Landor, Lamb, Scott, Campbell, Moore, Byron, Shelley, Keats, De Quincey, Car-

lyle, Hood, Eliz. Barrett Browning, Tennyson, Dickens, and Macaulay. The value of the work is greatly increased by an index to authors and selections, together wifh references for further readings, notes, and a glossary.

A PRACTICAL ARITHMETIC, designed for Grammar Schools and Academies. By G: E. Seymour, A. M., Instructor in the St. Louis High School. St. Louis: G. I. Jones and Co. 1880. Pages 310. Introductory price 60 cents, for examination 50cts.

This book will be found to compare favorably with other arithmetics, containing, as a matter of course, the plans peculiar to the author. On reading it we are tempted to enter into a set of criticisms of arithmetics which apply, not only to this work, but to others of its class. Too little attention is paid by arithmetical writers to accurate and well-ordered definitions. The first definition in this work is of the word arithmetic, which involves the words mathematics, quantity, and number. Then these words are defined successively, the fourth definition (number) involving the word unit, which is defined in the fifth definition. Without giving our own views, we ask our readers whether the author's order in these definitions is better or worse than the reverse order. The author's plan is to define the unknown by the unknown, and chase the unknown down until the known is reached. The publishers of this work have done their duty in issuing the work in excellent style as to printing and binding.

AMERICAN HEALTH PRIMERS. The Skin in Health and Disease. By L. Duncan Bulkley, M. D. Philadelphia: Presley Blakiston. 1880. Price 50cts. Pages 148.

This book is divided into four chapters. The subjects treated are "Anatomy and Physiology of the Skin," "The Care of the Skin in Health," "Diseases of the Skin," and "Diet and Hygiene in Diseases of the Skin." The excellent index fills six pages.

AMERICAN HEALTH PRIMERS. School and Industrial Hygiene. By D. F. Lincoln, M. D. Philadelphia: Presley Blakiston. 1880. Pages 152. Price 50cts.

Part I, on School Hygiene consists of ten chapters with the titles "General Remarks," "Emotional and Mental Strain," "Food and Sleep," "Bodily Growth," "Amount of Study," "Exercise," "Care of the Eyes," "School-Desks and Seats," "A Model School-Room," "Ventilation and Heating," "Site, Drainage, etc.," "Private Schools," "Colleges," "Contagious Disease." Part II, on Industrial Hygiene, consists of six chapters with the headings "Injurious Effects of Inhaling Dusty and Poisonous Substances," "Injuries from Atmospheric Changes," "Injuries from Over-Use of Certain Organs," "Injuries from Accidents," "Regulations of Hours of Labor," "Duration of Life in Various Occupations." These are followed by a note, and an excellent index of seven pages. This is the last of the series of twelve primers. They contain a great deal of just such information as is desirable should be spread among the people.

ELEMENTARY GRAMMAR AND COMPOSITION. Revised Edition. By Thos. W. Harvey, A. M. Van Antwerp, Bragg & Co. Cincinnati and New York. Pages 160.

This, work is a revision of Harvey's Elementary Grammar, first published in 1869. In Part I., which consists of lessons in technical grammar,

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sentence-making, and composition, the author has taken great care never to define a term or to enumerate a principle without first preparing the mind of the pupil to grasp and comprehend the meaning and use of the term defined or the principle enumerated. Diagrams for mapping sentences are given in connection with the models for analysis. This is a new feature introduced at the request of many intelligent teachers. Part II. contains a concise yet exhaustive statement of the properties and modifications of the different parts of speech, carefully-prepared models for parsing and analysis, rules of syntax, and plans for the description of single objects—a continuation of the composition work begun in Part I. We agree with the author in saying that there is no royal road to grammar and composition. He claims that this little work merely shows how the labor that must be performed should be expended to secure the best results.

THE PHILIPPICS OF DEMOSTHENES. Edited by Frank B. Tarbell, Ph. D. Yale College. Boston: Ginn and Heath. 1880. Pages xxxviii, 100.

The scholarly introduction to this neat little volume discusses the following topics:—The Spartan Hegemony, Greece at Philip's Accession, The Social War, Progress of Philip from 359 to 351, Life of Demosthenes from 383 to 351, Fall of Olynthus, The Conclusion of the Peace of Philokrates, The Years of Nominal Peace (346—340), The Renewal of Hostilities, and Subjugation of Greece, Athenian Financial and Military Systems, Athenian Legislative Bodies, and Some Features of the Style of Demosthenes. The Greek text fills 48 pages, and the notes on it 52 pages. Students and teachers of Greek will find the book just the thing for class use.

A GEOMETRY FOR BEGINNERS. By G. A. Hill, A. M. Boston: Ginn and Heath. 1880. Pages 814.

The plan of this geometry is different from that of Euclid or Legendre. The author thinks the method presented in the common text-books is unnecessarily dry, tedious, and difficult, and in most cases ignores the great law of mental development, that clear perceptions and intuitions must precede the intelligent use of the faculties of comparison and reasoning. The result has been a kind of mixture of practical and theoretical geometry which he found in 1877 and 1878, in use in German text-books on Geometry. We are safe in saying that the method, at least so far as this country is concerned, is a new departure. Whether it will drive out the Euclidean method of teaching geometry, remains to be seen.

GEO. P. ROWELL AND Co'S AMERICAN NEWSPAPER DIRECTORY, containing Accurate Lists of all the Newspapers and Periodicals published in the United States, Territories, and the Dominion of Canada, together with a Description of the Towns and Cities in which they are published. New York: Geo. P. Rowell & Co. 1880.

This is a neat volume of 1044 pages. It is astonishing to observe how accurately the lists of periodicals are kept in view of the short lives and migratory habits of many periodicals. We think this edition of the Directory is superior to any of its predecessors, although they, too, were also the work of great labor.



THE

OHIO EDUCATIONAL MONTHLY;

Organ of the Ohio Teachers' Association.

-AND-

THE NATIONAL TEACHER.

NOVEMBER, 1880.

Old Series, Vol. XXIX, No. 11.

Third Series, Vol. V. No. 11.

THE RELATION OF EDUCATION TO INDUSTRY.

The Annual Address* before the Ohio Teachers' Association at Chautauqua, July 8, 1880, by E. E. White, President of Purdue University, Lafayette, Indiana.

Aristocracy has always opposed the education of the people. The aristocracy of Caste asserts that the great majority of mankind are born to serve the few, and, since the less intelligent the servant, the more docile the service, it declares that education unfits the children of toil for their lot in life.

The aristocracy of Capital asserts that popular education is a tax on capital. The more intelligent a man is, the greater are his wants, and the higher must be his wages in order to meet his increased necessities. Ignorant labor has few wants to supply, and hence is content with low wages.

The aristocracy of Culture asserts that the "masses" are born dullards, and that all attempts to educate them are futile. The few on whom God has bestowed the gift of brains, are commissioned to do the world's thinking, and they thus monopolize the right to education. This is the doctrine of the hero-worshiper, Carlyle, and it is asserted more or less clearly by many devotees of culture, who have lost all sympathy for the people. It has been faintly echoed by the learned president of Harvard.

^{*}Based upon a paper on "The Education of Labor," read before the American Institute of Instruction in 1878. Digitized by Google

These three great aristocracies (the three C's), unite in opposing all efforts to uplift the laborer by the power of education. Schooling, they assert, spoils children for labor; it makes them discontented with their lot; fills them with vain ambitions; makes them idle, etc. These assertions are now more frequently aimed at higher education, and especially at the high school; but they were once urged, with as great earnestness, against the elementary schools of the people. Reading and writing have received many a blow as the dreaded enemy of capital and caste.

The late financial check to the prosperity of the country afforded these aristocracies a coveted opportunity to renew their assault on popular education. The land was filled with idle men, seeking employment, and numerous positions which had been open to intelligent young people, were closed against them. This condition of affairs made the idleness of the young painfully evident, and gave increased plausibility to the oft-asserted opinion that popular intelligence is resulting in a growing disinclination among our youth to earn a living by hard work. The schools were assailed as the enemy of industry and labor, and even the ridiculous complaint of Bacon against the schools of the seventeenth century, that they "filled the realm full of indigent, idle, and wanton people," has been made against the public schools of the United States.

It is freely conceded that the schools may not be doing their full duty in inculcating a respect for labor and a disrespect for idleness, and their instruction and training may not bear as directly as is desirable on industrial pursuits, but they are not responsible for the evils which seriously afflict American industry and American society. It is a common trick of logic to connect two contemporaneous phenomena as cause and effect. The moon is thus made responsible for many results in agriculture, and the party that happens to be in power, is always held responsible for "hard times."

The observed disinclination to manual labor, and especially to what is called menial service, is largely due to causes outside of our schools—to influences evident in our American life.

The first of these is the influence of slavery, which once permeated the entire country with degrading views of labor. It will take a hundred years to recover from the effects of the old slave code, with its "mud-sill" theory of labor of

Another cause is immigration, which has filled nearly every department of common labor with workmen long subject to caste ideas and resulting social customs. The unpleasant social conditions, thus instituted, have crowded out intelligent American labor. It was once a common thing in the Northern States for the sons and daughters of persons in good circumstances "to go out to service," and they were treated as the equals socially of other young people. This is now true in American communities where the social condition of the workman has not been degraded by the introduction of caste ideas and distinctions. When domestic service in this country was subjected to social degradation, the American girl turned to the mills and the factories for employment, and when ignorant servile labor took possession of these, she turned to the store. the telegraph office, the school-room, and other occupations demanding intelligence and granting some social recognition. What the American girl has done, her brother has done. What each has sought is, not so much an escape from work, as protection from social ostracism. When the broom or the spade is socially tainted, the intelligent American youth will drop The only remedy is to remove the social taint from the implements of labor by elevating and ennobling the workman.

Another of these social causes is the growth of aristocratic ideas among the American people—a result largely due to shoddy wealth with its silly apings of European manners and customs. The woman who was once a hired girl, but has married rich or suddenly amassed a fortune, is most earnest in impressing her children with an idea of their social rank. Aristocratic ideas are permeating American society.

These social influences are antagonized by the spirit of our free institutions. The principles of civil equality largely involve those of social equality, and it will take the American people a long time to learn to accept the theory that industrial occupations are a proper basis of social distinctions. The present strife between the political ideas which are the common inheritance of Americans, and the caste customs of Europe, can but have an injurious effect on American industry.

Another cause of the disinclination to do manual labor is the rapid growth of our cities and towns, opening a multitude of employments and bidding for bright and intelligent youth to fill them, thus causing a rush from the farm into the towns and cities, which are springing up on every hand, as if by magic. How many different employments have thus been created, and what a multitude of desirable positions have thus been opened to American youth! Is it any wonder that the intelligent and ambitious have been attracted to them? Doubtless many a good farmer or mechanic has been spoiled, to make a poor lawyer or an unsuccessful merchant; but, on the contrary, all the professions and all departments of trade have been enriched and vitalized by contributions of brain power and character from the farm and the shop. The tide is now setting the other way, and the farm and the shop are bidding for intelligence and skill.

Much of the idleness which disgraces and degrades our industrial life, is due to inborn laziness. A disinclination to work is no new thing under the sun. It is as old as human nature, and there is no evidence that it is peculiar to the educated and intelligent. On the contrary, the lower the condition of a people, the less their inclination to work. In savage tribes, the work is done by those who are compelled to toil either by hunger or external force. In half-civilized nations, the work is chiefly done by the women, who, in all material respects, are slaves. In all conditions of civilization, man does not work except from interest or necessity; and so long as human nature remains what it is, there will always be persons who prefer to get a living by their wits rather than by hard work.

Intemperance is a fearful recruiter of the army of idlers and tramps. It destroys every year more skilled labor than all the technical schools of Europe produce.

These, and other causes which might be named, are certainly sufficient to account for the unsatisfactory condition of American industry, without charging it to the schools. Schooling may spoil some people, but many more are spoiled for the want of it. It is ignorance, not intelligence, that is degrading American labor and crippling American industry. The public school is the most effective agency in the country for the promotion of industrial progress.

Over against these pet dogmas of aristocracy, before stated, permit me to put a few propositions, which are abundantly sustained by experience.

1. Education promotes industry and lessens idleness. It awakens and multiplies desires, and thus incites effort to secure the means of their gratification. It thus touches both factors in

the great law of wealth. The Indian builds his rude wigwam and fashions his bow and arrow and tomahawk, and with these his wealth and industry cease. Ignorance everywhere clothes itself in rags and lives in hovels, but when man's nature is opened by education, his desires clamor at the gateway of every nerve and sense for gratification. The awakened soul has wants as well as the body. Its desires take the wings of the light and fly to the uttermost parts of the earth for satisfaction. They change the rude hut into the neat cottage and fill it with objects which satisfy the wants of the soul as well as the wants of the body. Enter the homes of educated labor in this land and, taking an inventory of the articles therein which minister to taste and culture, contrast the result with what is found, the world over, in the hovels of ignorance. Some idea will thus be obtained of the industrial power of general intelligence. The elevation of a people in intelligence and taste increases their demands for the products of human industry and skill, and, at the same time, it intensifies human effort and multiplies and varies the forms of industry. Wealth is the child of education.

2. Education makes labor more skillful and more productive. This proposition is based on a wide comparison of intelligent and ignorant labor, and is sustained by such a multitude of observations that it is no longer questioned by any one familiar with the facts. In 1846, Horace Mann, then Secretary of the Board of Education of Massachusetts, opened a correspondence with business men, to ascertain the comparative productive value of educated and uneducated labor. The men addressed included manufacturers of all kinds, machinists, engineers, railroad contractors, officers in the army, etc.,—men who had the means of determining the productiveness of labor by observing hundreds of persons working side by side, using the same tools and machinery, and working on the same material, and making the same fabrics. In many instances, the productiveness of each operative could be weighed by the pound or measured by the yard. The investigation disclosed an astonishing superiority in productive power of the educated laborer, as compared with the uneducated. "The hand," wrote Mr. Mann, "is found to be another hand when guided by an intelligent mind. Processes are performed, not only more rapidly, but better, when faculties, which have been exercised in early life, furnish their assistance. In great establishments and among large bodies of laborers, where men pass by each other, ascending or descend-

ing in their grades of labor, just as easily and certainly as particles of water of different degrees of temperature glide by each other, there it is found to be an almost invariable rule that the educated laborer rises to a higher and higher point in the kinds of labor performed and also in the wages received, while the ignorant sinks like dregs and is always found at the bottom."

In 1870, the National Commissioner of Education widened Mr. Mann's investigations, addressing his inquiries to business men in all parts of the country, and to a few large employers in Great Britain. The result was a complete confirmation of Mr. Mann's conclusions.

The same lesson has been taught and enforced by the World's Expositions. In 1851, the Queen of England sent forth a gracious invitation to the nations to send to her proud capital the best products of human skill. The world responded grandly, and the World's Fair at London was the greatest and richest collection of the works of art and artisanship on which the sun had ever shone. The exhibition was divided into nearly one hundred departments; the jurors were appointed, the articles were patiently examined, and at last the verdict was given. Great Britain was awarded the palm of excellence in nearly all the grand departments of the exhibition. announcement of this result lit up Birmingham, Manchester, Sheffield, and other manufacturing towns with bonfires, and filled England with general joy. She rejoiced in the belief that she was mistress of the industrial world. She saw her sails whitening every sea and heard the increasing hum of her factories and mills.

Sixteen years passed over Europe. Napoleon III., in imitation of Queen Victoria's example, invited the nations to send up to his imperial capital the choicest products of human industry. The world responded even more grandly than before. The Paris Exposition was divided, like its predecessor, into over ninety departments; the jurors were appointed, the articles examined, and the verdict reached. Great Britain had excelled her competitors in but ten of all the departments. The announcement of this verdict produced consternation among the representatives of British industry. They met at the Hotel Louvre and the one absorbing inquiry was, "Why this defeat?" The unexpected news crossed the channel, causing greater alarm than the threatened invasion by Napo-

leon in 1860. This defeat awakened England to the startling fact that the industrial sceptre was slipping from her hands; and, as a result, she saw her ships rotting in her harbors and the hammer falling from the hand of her starving workmen. The disaster arrested public attention and a searching and thorough investigation for its cause was made by a Parliament Commission. The report made to Parliament in 1868 contains the testimony and the conclusion. Education had won the palm of excellence for her competitors. The conclusion is forcibly stated in the testimony of Mr. Edward Huth. "The workmen of other countries," he said, "have a far superior education to ours, many of whom have none whatever. Their productions show clearly that there is not a machine working a machine, but that brains sit at the loom and intelligence stands at the spinning-wheel."

The discovered cause indicated the remedy, and the report to Parliament was soon followed by the great Education Bill which established a general system of elementary education throughout Great Britain. Technical schools have been multiplied, and science has claimed a larger place in the higher schools and universities. Great Britain has appealed to the schoolmaster to win back her pre-eminence in industry.

In all the great comparisons of national skill since made, the superiority of educated labor has been attested in a like striking manner. They all show that the day of mere muscle in industry has passed and the day of mind has dawned. Every form of industry now demands the ingenious brain and the cunning fingers of educated labor.

The productive power of education is also seen in the invention of tools and machinery, which has wrought a revolution in nearly every department of labor. Fifty years ago, the father and his sons, with sickle in hand, went into the harvest field and, handful by handful, laid it in sheaves. A thoughtful reaper with aching back asked the question, "Why can not I give my fingers to my scythe?" The answer was the invention of the old square-cornered cradle with which the harvest-hand could cut two acres of grain with less weariness than he had cut a half acre with a sickle. Another thinking workman with aching arm asked, "What is the use of so much timber?" He rounded the corner and invented the "muly" cradle with which three acres could be cut more easily than two had been cut with the heavy cradle.

The sickle long since disappeared from the homestead farm; the old square-cornered cradle, with a single finger left, hangs on a dying peach-tree, and the muly cradle is kept only to pick up lodged places. When the harvest waves its golden welcome to the joyous farmer, out from the stable come two fat horses and, attached to the great reaper, round and round the field they go, leaving it in well-bound sheaves. Here is progress in farming, and this is but an illustration of what is taking place in nearly all departments of human industry. Thought in the brain of labor is the industrial alchemy that is turning every thing it touches into gold.

3. Education improves the condition of the laborer. It increases his economy and thrift, improves his physical habits, lessens his tendency to vice and crime, gives him greater social and moral influence, and prepares him for the wiser discharge of all civil duties. Mr. Mann's investigations showed that "individuals who, without the aid of education, would have been condemned to perpetual inferiority of condition, and subjected to all the evils of want and poverty, rise to competence and independence by the uplifting power of education." The testimony on this point, collected by Commissioner Eaton, is exceedingly instructive as well as conclusive. A. J. Mundella, M. P., a great manufacturer in the Sheffield district, England, employing from three thousand to four thousand men, replied:

"My experience of workmen, on the average, is that the better a man is educated, and the greater the intellectual resources he possesses, the less is he disposed to sensual indulgence, and the less is he inclined to any kind of intemperance and excess. * I have employed, in various departments of my own business, intelligent workmen earning lower wages than ignorant men employed in coarser branches of the business; and the intelligent man educates his children, lives in a comfortable house, and has much refinement and many pleasant surroundings; whereas the ignorant man, with higher wages in some other department of labor, is more addicted to intemperance, his wife and children are worse clad and worse cared for, and his home is, in all respects, less comfortable. Perhaps the best illustration of this would be the contrast between a clerk earning \$80 a year, who is a gentleman in education, tastes, and surroundings, and an ignorant laborer earning the same sum. In England, intelligent workmen are generally the men who are distinguished for economy and thrift. They take the lead in all useful associations; they are the managers of the mechanics' institutions, the teachers in the Sunday Schools, and the founders of cooperative societies."

Mr. S. P. Cummings, Secretary of the Massachusetts Grand Lodge of the Order of St. Crispin, and Chairman of the Executive Committee of the International Labor Union, said:

"Educated workingmen live in better houses, have better surroundings, and are, in all respects, superior to those whose education is limited

and defective. They are less idle and dissipated than the untaught classes. As regards economy, morality, and social influence, educated laborers are preëminent among their fellows. I may add one general observation, that, while I was foreman of a shoe-factory employing forty hands, I always got better work, had less trouble, and, as a general rule, paid better wages to the more intelligent workmen."

Testimony of like character could be multiplied to almost any extent. Nowhere do an educated people clothe themselves in rags or live in hovels, and nowhere on earth do an unschooled and ignorant people do anything else. Place an intelligent people on the barren soil of New England or among the bleak hills of Scotland, and they will surround themselves with comforts and satisfactions.

It is true that an educated workman demands higher wages than an ignorant one, but his work is worth more. If he demands higher wages, he creates more value. Capital is not far-sighted when it looks upon the workman as a mere machine. A machine may be set to the task of running another machine, but the result has never been satisfactory. But whatever the selfishness of capital may demand, the highest interests of the laborer are subserved by education. The workman is more than a machine. He is a human being, and his rights as such are as sacred and inviolable as those inherited by the more favored child of fortune. The artisan may be a hewer of wood, but if his life answer its highest purpose, he must also be a hewer of wrong. The laborer may be the head and guide of a family, a member of society, a citizen of the state, and out of these relations flow duties of the highest importance. prepare man to meet the higher obligations of manhood is the highest function of education. The public school is right in assuming that every boy that crosses its threshold to receive instruction is to be a man, and that his first and highest need is to have all the elements of manhood within him developed, quickened, and energized. The engineer must be swifter than his engine, the plowman deeper than his furrow, and the merchant longer than his yard-stick. The highest result of education is manhood, and the prime element in manhood is character. Integrity and thought are the most practical results of school-training.

This leads me to allude to what is called the "over-education" of labor—the latest phase of the opposition of aristocracy to popular education. It is now willing to concede that a very little learning is not a dangerous thing for the laborer,

but Capital, Caste, and Culture are greatly concerned lest the common people be spoiled by too much education. They see special danger in the attempt to put facilities for acquiring a higher education within easy reach of the children of toil. The free high school is assailed as the common enemy of both capital and labor.

I have only time to say that this opposition to the high school rests upon the same basis as the former opposition to the common school. A high-school education now no more unfits a boy for manual labor than an elementary education did when comparatively few received it. When the great body of laboring men were unschooled, the few who learned to read and write were thus fitted to fill positions demanding intelligence more than muscle, and they were, in a sense, educated out of their former condition. Where all workmen, as in Germany, receive an elementary education, those whose education is carried to a higher point are best fitted for positions demanding intelligence. The menial labor in every community will, as a rule, be performed by those who are the least qualified to fill other positions. When only a few are educated, it will be performed by the unschooled; when all are educted, it will fall to the lot of those who are the least educated. It is impossible to carry the education of the people to so high a point that the great majority will not still represent the less An education that would fit a person for what is called a higher position in an unschooled community might only fit him for the lowest grade of work in an educated community.

Aristocracy may dismiss its fears respecting the future of labor. An educated people have the art of working both with their hands and with their brains, and they may be trusted to take care of themselves. It will be found that, as a rule, education never unfits a boy for manual labor, if it does not fit him for something else. False social ideas are doing the mischief, not schooling. The higher the education of a people, the greater is their thrift and enterprise. Idleness is the twin brother of ignorance.

The foregoing propositions and facts have reference to the industrial value of general education, but there is a growing demand for special industrial training. The rapid exhaustion of the fertility of our soil, the wide improvement in the taste of our people, and the great increase in the variety of our man-

ufactures, all demand higher technical knowledge and skill on the part of the Americal workman. This is specially true in the mechanic arts, where well-known causes have almost discontinued the apprentice system. If this decline of apprenticeship is not made good by technical training, the American workman will soon be at the mercy of the skilled labor of Europe. The railroad and the steamship have destroyed isolation, and nearly all skilled labor is subjected to world-wide competition. The American people are awakening to a recognition of these facts, and, as a consequence, there is a strong tendency in the direction of industrial education. The importance and value of such training are too evident to need discussion, and it is hoped that the time may soon come when those elements of technical knowledge which are of general application and utility, will be taught in the public school, and when, in addition, every important American industry will have its technical or trade schools.

In the advocacy of industrial training, great care should be taken not to disparage the practical value of general education. The subversion of the primary function of the public school to teach trades would sacrifice the more important to the less important. All experience shows shat, even for industrial purposes, no technical training can compensate for the lack of intelligence and character. Thought gives quickness and accuracy to the eye and cunning to the fingers, and character is the great conservator of industry. Vice is the destroyer of industrial power, and its wasteful and injurious consumption of wealth is appalling! What industrial skill and enterprise have the common schools of New England produced!

Those of my hearers who visited the Centennial Exhibition at Philadelphia in 1876, well remember the grand display of machinery and mechanical inventions and industries in the great Mechanics' Hall. Entering the building before nine o'clock in the morning, you found all the machinery motionless and the vast hall silent. Exhibitors and operatives were quietly taking their positions, and here and there was one tightening a band, oiling a bearing, adjusting the parts of a machine or tool, burnishing a polished surface, etc. As the hands of the great clock approached the hour of nine, men glanced at their watches and a hush of expectancy pervaded the place. At last the minute-hand pointed to twelve, and a man approached the huge mass of polished metal in the centre

and moved a lever, and then another. The ground began to tremble, the huge shaft above to turn, and the motion instantly ran out through shafts, bands, and wheels, and the immense area was filled with the whirl and hum of thousands of the finest machines and tools which human ingenuity had then devised, all doing their marvellous work—planing, turning, drilling, filing, printing, engraving, weaving, spinning, sewing, knitting, embroidering, etc., etc.

The power back of all this wondrous display of motion and deftness, was a few pounds of imprisoned steam in the great engine at the centre. What the matchless engine in Mechanics' Hall was to its myriads of mechanical operations, education is to the multiplying forms of human labor. The public school is the Corliss engine of American industry.

DICTATION DRAWING.

BY PROF. W. S. GOODNOUGH, COLUMBUS, OHIO.
No. V.

In all previous dictation exercises we have placed the square with its sides horizontal and vertical. The next exercise will show a method of dictating the square in an oblique position, also figures will be used to mark points which occasionally becomes desirable. It is best, however, not to use figures too much. Dictate in words whenever it can be done as well without using too many.

Exercise XV. Draw a vertical line three inches long. Bi



sect this by a horizontal of the same length, extending equally on both sides of the vertical. Consider these the diagonals of the square. Draw the square and trisect its sides. Mark the upper point in the upper left side 1; the lower point 2; mark the upper point in the upper right side 3; the lower point 4.

Mark the upper point in the lower left side 5; the lower point 6; mark the upper point in the lower right side 7; the lower point 8. Draw the vertical lines 1,6, and 3,8 Draw the horizontal lines 2,4 and 5,7. Erase the middle third of each side of large square, and the diagonals of large square. Draw the diagonals of the small centre square and bisect each semi-diagonal. Through the points of bisection draw a circle, and erase the parts of diagonals within this circle. Draw a small

circle at the centre of the figure a little less than a quarter of an inch in size. Erase the sides of the small centre square and the figures. We have now a cross having four arms. Look at the upper arm; it is composed of seven lines. Two of them are vertical, four are oblique, and one is an arc of a circle. A little more than one-eighth of an inch inside of this draw a parallel form. Repeat and brighten.

Until now we have dictated only circles for which it is necessary only to fix the centre and give the diameter, or fix several equidistant points in the circumference, as in the last exercise. Other curves can be dictated by fixing the base or extremities, giving the altitude and stating whether the curve is to be concave or convex toward a certain point. If the altitude is slight we simply say so instead of fixing it definitely, unless it is necessary that we should be exact.

Exercise XVI. Draw a three-inch square and divide it into



nine small squares. Let each corner of the small centre square be the centre of a circle one-quarter of an inch in diameter. Draw the circles, erase the lines inside of each, also the sides of small centre square. Draw the diameters of large square. Bisect each semi-diameter. Connect the four points nearest

the centre of the square by four curves convex toward each other and having an altitude of a quarter of an inch. Draw a circle an eighth of an inch in diameter at the centre of the figure. Bisect the upper quarter of vertical diameter. From this point draw two curves of slight altitude and convex to each other to the two points of trisection in upper side of large square. Repeat. Erase diameters and sides of large square. Brighten.

Exercise XVII. Draw a three-inch square and its diameters



Connect the ends of the diameters forming an inscribed square. Trisect the sides of inscribed square. The middle third in each side is to be the base of a semi-circle convex towards the centre of the square. Draw the semi-circle and connect the ends of each with nearest corner of large square by two straight lines.

Erase the base of each semi-circle. Draw a circle tangent to the four semi-circles. At the centre of the figure draw a square a little more than an eighth of an inch large, its sides oblique.

Erase diameters of large square. Notice the four forms, each bounded by a semi-circle and two oblique lines. Draw a parallel form about an eighth of an inch within each. Draw a square one-eighth of an inch outside of it. Brighten.

NAMES OF PERSONS THAT PAID A MEMBERSHIP FEE (\$1.00) TO A. G. FARR, TREASURER, AT THE MEETING OF THE OHIO TEACHERS' ASSOCIATION AT CHAUTAUQUA, N. Y., JULY 7, 8, 9, 1880.

We have arranged the names according to the counties represented. We have assigned to a county all those who gave their post-office in that county. In some cases possibly their residences may be in adjoining counties. This classification will show at a glance where the members came from, and it will also show who failed to pay their dollars. It has been estimated that a hundred or two failed to give their names to the treasurer.

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Claura Donaldson,
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NEW YORK. Mrs. Asa D. Lord, Ruth A. Worthington. PENNSYLVANIA.

Oella Patterson, Emma Aiken, L. H. Bugbee, G. Guttenberg.

TENNESSEE. Will A. Cate.

Total number of names reported, 519.

EDITORIAL DEPARTMENT.

-About fifteen years ago the subject of "Theory and Practice of Teaching" was added to the list of branches in which persons are required to pass a satisfactory examination in order to be able to make a legal contract to teach in the Public Schools of Ohio. It would be interesting to know how many persons that have stood good examinations in all the other required branches have been refused certificates for want of a knowledge of the theory and practice of teaching. We asked this question in the discussion of Mrs. Pinney's paper on "The True Teacher" read at Canton, Oct. 9, and Mr. Rickoff replied that no certificate had ever been refused in Cleveland on "Theory and Practice." Mr. Parker says that instances of such refusals have occurred in Lorain County. We were glad to hear of this fact for we fear that such refusals are like angels' visits, few and far between. Is it not high time that the examiners in Ohio, both County and City, should take advance ground and demand more qualifications from persons seeking admission into the Public Shall "Theory and Practice" continue to be Schools as teachers? shoved aside or given merely a few moments attention as a matter of form, and spelling, reading, parsing, etc., receive the chief attention? There is, in general, an unwarrantable assumption that every one that can spell, read, parse, etc., well, understands the theory and practice of There are 10,000 teachers teaching in schools in Ohio that ought not to be there, but rather in some good Normal School preparing for the business. The standard of teaching must be raised or the number of good teachers will increase slowly. The wages of teachers in some parts of the State are shamefully low as a result of underbidding, and this underbidding results from the fact that examiners grant too many certificates to incompetents. Let us hear from examiners. Who are ready for an advance movement?

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^{——}In this number we present the address of Dr. E. E. White, delivered at Chautauqua, N. Y., before the Ohio Teachers' Association. This address is an excellent one. It is simple and powerful. Its simplicity makes it an excellent educational campaign document. We wish every teacher in the United States could read it and re-read it until every position taken in it would become part of his educational thinking. Onslaughts on education in lower or higher schools would then have an army of 250,000 educational athletes who would be able to repel triumphantly attacks upon any part of the line. We say to our readers don't satisfy yourselves with reading this address once. We suggest that it be read at meetings of County Teachers' Associations and discussed. We also suggest to our contemporaries that it deserves reproduction in their pages. It would make a good short article for the new bimonthly, "Education."

——We take pleasure in calling the attention of our readers to The Oriental and Biblical Journal. The object of this magazine is to give results of latest researches in all Oriental lands, such as Egypt, Assyria, India, and countries farther east, including also Italy, Greece, Troy, and other regions known to classic history. It will also embrace many subjects of a more general character, such as the manners and customs of all nations, their traditions, mythologies, and religious notions, as well as language and literature; and everything that may serve to illustrate the history of the human race or confirm the truth of the scripture record. P-1 lished by Jameson & Morse, 164 Clark Street, Chicago, Illinois. Edi by Rev. Stephen D. Peet, Clinton, Wis. Terms, \$2.00 per year in advan

-MR. Rickoff, in discussing Mrs. Pinney's paper on "The T Teacher" read at the meeting of the Northeastern-Ohio Teachers' A. ciation at Canton, Oct. 9, confined his remarks to the duty of teachers take and read educational periodicals. This is a duty that Superinte ents do not always impress upon their teachers with the earnestness t it deserves. It would be interesting to know how many teachers in graded schools of the cities and villages of Ohio are not subscribers even one educational periodical. When we were acting as a Superintendent of schools every teacher connected with the schools knew unmistakably that every teacher who tried to shirk the duty of subscribing for the Ohio Educational Monthly, published by Mr. White, or its predecessor the Ohio Journal of Education, had our unqualified disapproval. We felt that such a teacher deserved no favor from us, because the spirit thus shown was indicative of a want of esprit de corps. There are many Superintendents in Ohio that let teachers do as they please, disliking to press the matter except in a mild way. We submit that the preaching of the terrors of the law has often had the effect of awakening sinners whose conversions have ended in making them like what they once hated or avoided. In any event it is a question whether the performance of a duty under pressure is not better than an unblushing avoidance of it. Children are often properly commanded to do things that they would shun if left entirely to themselves. We think no injustice would be done if a decree should go forth from every Board of Education in the United States that "No teacher will be employed who is not a subscriber and reader of some educational periodical." Would the wail at such a decree come from any but the shirks or unconverted educational sinners whose hearts have never felt the glow of educational enthusiasm? We could mention several Ohio Superintendents who exert a powerful influence over their teachers, so powerful that there is scarcely one in their whole corps of teachers who is not a subscriber to an educational periodical. There may be some of these teachers that would gladly leave this duty unperformed if the failure were not observed, but we have noticed that the teachers generally under such Superintendents are very apt to become educationally waked up. We have written strongly but if we were not the editor and publisher of educational periodicals we should dare to say more, for then we should not fear that our views would be charged to pecuniary interest. Digitized by Google

- ——The following extract is from a letter written by John Hancock to H. S. Doggett after reading the manuscript of the Life of Isaac Sams:
- "A character so worthy and original in many of its features, belonging its professional side to a time so rapidly passing away, ought, as it there is to me, to be preserved for those who are to come after us as a striking example of what can be accomplished by downright manliness under unfavorable circumstances. Such stories are always encouraging to earnest youth. I think the narrative as you give it is well worth outlication, and will interest many besides those who had a personal acquaintance with its subject."
- --- "Teachers should read
- (1) The news of the day. (2) General Literature. (3) Professional Literature as found in School Journals. Biographies of Eminent Educators, their writings on Education. (4) Study School Reports and Statistics which can be obtained for the asking. These are some of the requisites of the real teacher to-day. No one can rise in the profession unless he is a diligent reader."

 G. W. SNYDER.
- —The last Dayton School Report is a volume of 277 pages. The Report of the Superintendent of Instruction, Dr. John Hancock, fills 38 pages besides the accompanying statistical tables. It shows that the enrolment ast year in the High School was 303, in the Normal School 14, in the Intermediate School, 205, and in the District Schools, 5374, 5896 in all. The account of the night schools, and especially of those for free-hand drawing, mechanical drawing, and architectual drawing, forms a distinctive feature of Dr. Hancock's Report. The Report of W. J. Conklin, M. D., Professor of Diseases of Children in Starling Medical College on the Sanitary Condition of the Public Schools of Dayton with special reference to the Eyesight of Pupils, submitted to the Board of Education, March 12, 1880, is printed in this volume. It occupies 32 pages. It shows that 15.35 per cent of the children in the District Schools are nearsighted, 17.65 per cent in the Intermediate School, and 18.32 per cent in the High School.
- ——Henry Collins, A. M., Principal of the Gallia Academy, writes thus under date of September 18, 1880:
- "Please accept my hearty thanks for the copy of the mammoth Monthly. I do not remember ever seeing a publication of the kind that contains so much really-good instructive reading. If only the teachers could be made to comprehend fully the worth of the Monthly and the advantages and improvement to be derived from a constant perusal of its pages, not a single one in the State would be without it. The last number is worth many times the price of subscription."

^{——}In our last issue we referred to the new Bimonthly "Education" just received and gave the clubbing rates with our periodicals.

OHIO-EDUCATIONAL MONTHLY \$1.50, EDUCATION \$4.00, both for \$4.50. EDUCATIONAL NOTES AND QUERIES \$1.00, EDUCATION \$4.00, " \$4.10. We take subscriptions to "EDUCATION" at \$4.00 for those who do not

wish either of our periodicals. We have already sent four subscriptions for "EDUCATION" and shall be glad to send many more. If the publication is to be sustained its support must come from advanced teachers. We shall expect to notice No. 2, when it shall appear, more fully than we have No. 1.

-AT the recent election in Ohio the Republicans were successful, and hence Col. Daniel F. De Wolf was elected State Commissioner of Common Schools for three years from next January. We bespeak for him the cordial cooperation of the teachers of Ohio, and hope that his executive ability will enable him to secure some educational reforms that former commissioners have been unable to secure. Col. De Wolf does his own thinking but we believe he is in perfect accord with the advanced educational positions taken by the foremost educators of the State. The outgoing incumbent, the Hon. J. J. Burns, will bear with him from his office the good will of thousands of teachers, even of those who did not vote for him. Mr. Burns has made a good and faithful commissioner, and his administration will not soon be forgotten by the teachers of Ohio. He has developed in office, qualifications that before his election he was not generally known to possess. We learn that a college in an adjoining State has been making advances to him with a view to his taking its presidency. We should be sorry to lose him from Ohio, and we are glad to learn that he feels such an attachment to the State that he will not leave it if a good opening for his services can be found in it. Ohio teachers are becoming so attached to Ohio that they diglike to leave it even when better positions are offered to them.

-THE Educational Weekly has had a varied career in its editorial department. S. R. Winchell, the originator of the periodical, has stood by it from the first and labored hard enough to deserve more pecuniary reward than we suspect he has received. The first chief editorial writer was W: F. Phelps, who knows well how to fight an educational battle. He was followed by Edwin O. Vaile, who is a born critic and who believes strongly that things are generally wrong. Then came Jer. Mahony, who criticizes for the fun of the thing and follows the Irishman's rule in a riot, "Wherever you see a head hit it." Now the editorial chief is the discriminating and metaphysical W: H. Payne, Professor of the Science of Education in the University of Michigan. He has already run a tilt against the Hon. J: W. Dickinson's prize essay on "Oral Teaching." We suspect that this attack was made without due consideration, as it seems to us that Mr. Dickinson has not been fully understood. We await with interest the result of this psychological, metaphysical, and pedagogical tournament. The New-England Journal of Education has come to the defence of Mr. Dickinson. In describing the four editors above named we may call Phelps bold and vigorous, Vaile caustic and incisive, Mahony facetious and brilliant, and Payne metaphysical and scholarly.

——Any one who will send Two Dollars to W. D. Henkle, Salem, Ohio, will receive by mail prepaid the volume of Proceedings of the National-Educational-Association meeting held at Chautauqua, N. Y., July 13, 14, 15, 16, 1880. This volume is now going through the press. Those who remit before the printing of the names of members in the latter part of the volume will be enrolled as members for 1880. The volume will contain some excellent papers.

-The Northeastern-Ohio Teachers' Association met in Canton Oct. The attendance was large. Akron was the most largely represented 9. Cleveland, however, had but few representatives. outside of Canton. A. J. Rickoff, H. M. James, L. W. Day, and Miss Bettie A. Dutton. Dutton, who is a life member of the National Educational Association, is a lady whose cosmopolitan educational spirit is worthy of special praise. We wish the world had more like her. We have met her at educational gatherings in villages, in cities, on islands, on lakesides, and on mountains. Among others present we mention E. F. Moulton, H. M. Parker, E. A. Jones, W. H. Ray, G: N. Carruthers, F. H. Umholtz, H. L. Peck, T: W. Harvey, Samuel Findley, W. H. Beltz, A. B. Stutzman, Mrs. Lucy D. Pinney, Dr. A. A. E. Taylor, and Mrs. S. C. Lake, whose pleasant face is not easily forgotten. Our list is far from complete and is given currente calamo. The fifty-two Canton teachers covered themselves with glory by the reception given to their visitors. The dinner and supper will never be forgotten by those who partook of them. To those present Oct. 9, is an educational red-letter day. Mrs. Pinney's excellent paper on "The True Teacher" was discussed by S: Findley, A. J. Rickoff, and W: D. Henkle. Dr. Taylor made an able argument in favor of "Higher Education," and T: W. Harvey advocated a taking-up of High-School questions by the Association. A committee to consider the question was appointed and a Friday evening session will be provided for before the next meeting which will be held in Cleveland the second Saturday of December.

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THE November number of Scribner's Monthly, the first of a new volume, appears in a new cover enclosing 168 pages. It contains an article on Gladstone and a fine portrait. Eugene Schuyler's "Peter the Great" is continued, and there is an article by an ex-conjurer that reveals the secret of the famous second-sight that has puzzled thousands. We have not space to refer to other articles. Remember that we send Scribner with the Ohio Educational Monthly for \$4.70. Scribner alone is \$4.00.

[—]BARNARD'S American Journal of Education is issued quarterly at \$4.00 a year. The number for September 15 contains 300 pages. The frontispiece is a steelplate engraving of Frederick August Froebel. The ten articles are "Pioneers in the Higher Education of Women—continued," "Public Instruction in St. Louis, Missouri," "Contributions to a Memoir of Froebel," "Froebel's Educational Views—continued," "Teaching Orders in the Catholic Church," "Early New-England Pedagogy and

Schools," "The Academy—Incorporated and Endowed," "Treatment of Neglected Children," "Compulsory School Attendance," "American Kindergarten Papers" [ten of them], and "Educational Publications." Address Henry Barnard, 28 Main St., Hartford, Conn.

► EDUCATIONAL INTELLIGENCE.

- ---THE November Atlantic Monthly is full of good things.
- ---THERE are 630 pupils in the Indianapolis High School.
- , ——Ir is said that there are 170 co-education colleges in the United States.
- ——The teachers of West Salem and Hudson visited the Akron Public Schools about a month ago.
- ——The Northwestern-Ohio Teachers' Association will hold its annual faceting in Toledo, holiday week.
- —The Freshman class at Yale has 180 members in the academic department, and 71 in the Scientific school, 251 in all.
- ——The Public Schools of Gallipolis opened in September last with over 900 pupils, 92 of these being in the High School.
- ——Vacation colonies for sickly school children have been established within the last few years in Germany and Switzerland.
- ——RIO-GRANDE College under the Presidency of Albanus A. Moulton, opened in September with an increased attendance over that of last year.
- ——"The School Moderator" is the title of a new weekly school periodical started Oct. 6, at Grand Rapids, Mich. Louis Gale is editor and C: Cummings publisher. Price \$2.00 a year.
- ——There are now, including the Superintendent, twenty-three teachers in the Public Schools of East Liverpool, six more than were employed last year. The enrolment in September was 1030.
- ——A SUPERINTENDENT suggests that it would be well for Superintendents to acknowledge the receipt of Reports sent to them by fellow-superintendents. He gets the hint from the practice of the Bureau of Education.
- ——Ar the reorganization of the Executive Committee of the Ohio Teachers' Association Geo. W. Walker was elected President and M. S. Turrill re-elected Secretary. The Committee will meet in Columbus, holiday week.
- ——The Boston Schools opened in September with 1115 teachers and over 51,000 pupils, 22,000 being in 110 primary schools, 27,400 in 49 grammar schools, a little over 2,000 in the Latin and High Schools, and nearly 100 in the Normal School.
- ——Purdue University opened this year with an increased attendance in all its departments. It was thought that the attendance would reach 200 in the first term. The University made a fine exhibit of practical work at the Indiana State Fair.

- ——The summer term of the Northwest Branch of the Ohio Central Normal School was held at West Unity in the month of August. The attendance was large. Instructors, T. W. Harvey, John Ogden, W. H. Tibbals, E. P. Ewers, and T. J. Sanders.
- ——"The Specialist and Intelligencer" is the title of a new monthly journal of medical science published by Presley Blakiston, at 1012 Walnut Street, Philadelphia, Pa. It is edited by C: W. Dulles. Price \$1.50 a year. The first number appeared last month.
- —The schools at Cumminsville, part of Cincinnati, now have seventeen teachers beside the Principal, M. S. Turrill. The teacher next in rank to the Principal is Edward S. Peaslee, a cousin of Sup't J. B. Peaslee, and the next, Frank W. Bryant, formerly a pupil of ours.
- —We are glad to learn that the Lakeside Summer School last summer paid its way financially. Thirty students are already enrolled for the next summer session which will continue six weeks with six specialists in the faculty. No students will be allowed to take more than two studies.
- ——The previously-announced program for the meeting of the South-western Ohio Teachers' Association at Cincinnati, Oct. 9, was as follows: Inaugural Address, "Revision of our Courses of Study," T. G. McCalmont, discussion to be opened by Hampton Bennett; "Tone and Temper," C: L. Loos, discussion to be opened by J. F. Lukens.
- —The Northern Columbiana-County Teachers' Association met at Leetonia, Oct. 2, 1880. W. H. Hill spoke on "Writing," and Miss Sarah A. Platt read a paper on "The Study and Influence of English Literature in our Schools," which was discussed by G. N. Carruthers, E. J. Godfrey, F. H. Umholtz, J. C. Benedict, Hannah C. Stewart, and Miss S. A. Platt.
- ——At the last Gallia-County Fair in September, Rio-Grande College, the Public Schools of Gallipolis, and those of Morgan Township were represented in the educational exhibit. The report of the Committee, T. M. Leslie, M. B. Wilson, and W. E. Lyon, refers especially to the interest taken in the exhibit by Sup't M. E. Hard and Pres. A. A. Moulton.
- ——The Lucas-County Teachers' Association met in Toledo, Oct. 9. Seventy teachers were present. J: W. Dowd delivered his Inaugural; C. W. Munson read a paper on "Teacher and Pupil;" Ada M. Ritchie, one on "Elements of Success;" J. H. Williams, one on "Magnetism;" and the Rev. N. B. C. Love delivered a lecture on "Reformatory Effort."
- ——Western-Reserve College at Hudson, is to be moved to Cleveland as soon as proper buildings can be built. It will receive the name of "Western-Reserve University," and rumor says that the Academic Department of the University will be called "Adelbert College" in honor of a son of Amasa Stone. Amasa Stone is supposed to be the person who promised the Institution \$500,000 if it be established at Cleveland.
- —The Board of Education of Chillicothe directed Sup't Richardson to hold a normal institute the first week of the fall term for the benefit of the city teachers. Sup't R. paid Mrs. Ford of Cleveland, the deserved

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compliment of an invitation to return and give the teachers the benefit of her instruction, so highly appreciated in the county institute which had been held only one week previous. Mrs. Prof. Williams of Delaware. was also secured as instructor. The institute was a season of great profit to all.

- -THE Association for the counties of Richland, Crawford, and Morrow met at Mansfield, Sep't 25. The Rev. Frank Russell spoke on "Memory and its Cultivation," and Warren Darst read a paper on "Thoroughness. The Hon. J. J. Burns was present and took part in the discussion of the subject of Educational Exhibits at County Fairs presented by J. Fraise Richard. The various discussions were participated in by J: Simpson, Miss M. W. Sutherland, A. A. Douglass, L. C. Mengert, C. 8-Doolittell, J. S. Lowe, and others. Adjourned to meet in Mansfield, Oet. 31.
- ---THE third joint session of the teachers of the counties of Wyandot. Hardin, Hancock, and Seneca will be held at Forest. November 13, 1880. J. W. Zeller will talk on "A Superintendent's Work," J: A. Pittsford on "Primary Teaching," G. E. Crane on "A Teacher's Influence," M. J. Ewing on "The Weather Bureau," J. W. Knott on "Etymology and Syntax. Which first? How much?" - Baker on "A Plea for better Teachers," and W. F. Hufford on "Oral or Text-book Teaching; Which?" The persons appointed to open discussions are Miss Kenan, U. G. Stringfellow, R. L. Miller, and J. R. Walton.
- -The previously-announced program of the Central-Ohio Teachers' Association for the meeting at Springfield October 29, and 30, 1880, was as follows:-Address of Welcome by D. C. Putnam, Esq.; Response by C: L. Loos; Inaugural Address by W: J. White; "Elementary Language for Common Schools" by J: P. Patterson, discussion to be opened by G: W. Welsh; "Latin in the Common Schools" by J: H. Grove, discussion to be opened by Anna M. Smith; "Schools, Now and Then" by G. A. Frambes, discussion to be opened by L. D. Brown. Friday evening was to be devoted to a "Teachers' Experience Meeting."
- -The following is an extract from a postal card from Dr. W: T. Harris, dated "Bruxelles, Aout 26-80." We should have referred to it in our last number. "Here I am in the midst of the International Congress putting in now and then a word for our American experience on educational subjects. The Congress is a great success, surprising every one. The delegates are very animated and nearly every one speaks in the French language. I can read it fluently but cannot understand it when spoken fast. I will send you some bulletins." The bulletins arrived in due time for which Dr. Harris will accept our thanks. We are glad the United States had so able a representative at the Congress.
- -"Prof. Swift, Astronomer of the Warner Observatory, at Rochester, N. Y., discovered another large comet on the evening of October 10th. The fact was noted in the associated press dispatches, but some important and interesting details which could not be telegraphed are herewith given. The new celestial visitor is in the Constellation of Pegasus, right ascension, 21 hours, 30 minutes, declination north 17

degrees, 30 minutes. Its rate of motion is quite slow, being in a northwesterly direction, so that it is approaching the sun. It has a very strong condensation on one side of the centre, in addition to a star-like nucleus, which indicates that it is throwing off an extended tail. From the fact of its extraordinary size, we are warranted in presuming that it will be very brilliant, and the additional fact that it is coming almost directly toward the earth, gives good promise that it will be one of the most remarkable comets of the present century. This is the fifth comet which Prof. Swift has discovered, and the increased facilities which Mr. H. H. Warner, the popular and wealthy medicine man, has given him, by erecting a magnificent Observatory for his benefit, promise much more for the future. There is a possibility that further developments may prove this to be the great comet of 1812, which is being constantly expected, in which event astronomers will have an unusual opportunity to test the spectroscope for the first time upon these eccentric bodies, and ascertain certainly what they are."

PERSONAL.

- -S. Thomas is Principal of the Lodi Public Schools.
- -G. E. CRANE is Principal of the Kenton High School.
- -B: F. Dyer has taken charge of the Public Schools of Loveland.
- —A. P. Southwick is Principal of the Public Schools of Dawn, Ohio.
- —JOSEPH WELTY still steers the educational ship at New Philadelphia.
- ——W. C. Gear is Superintendent of the Public Schools of Marseilles, Ohio.
- ——F. A. Wilcox is Superintendent of the Public Schools of Glenville, Ohio.
- ---P. J. Clevenger and wife have charge of the Public Schools of Vienna
- ---E. T. FAIRCHILD is Superintendent of the Public Schools of Columbus Grove.
- ---MISS ROENA P. COOKE has been re-elected assistant in the Gallipolis High School.
- —R. MAXWELL BOGGS is the Superintendent at Woodsfield as successor of W. P. Cope.
- ---W: H. TIBBALS is now Superintendent of the Public Schools of Worthington, Ohio.
- ——CHARLOTTE A. STEWART, of Ohio, is teaching in the High School at Marshalltown, Iowa.
- ——OSCAR F. WILLIAMS has taken charge of the Schools of Metamoras, Ind., at a salary of \$25 a month.
- —I. M. CLEMENS and W. W. Gist are new appointees in the Lake-County Board of School examiners.

- ——W. H. Beltz has charge of a Normal School at Limaville. The school has three teachers and 60 students.
- ——Miss Lola Graham, a student of Gallia Academy, has been elected to a position in the Pomeroy Public Schools.
- ---Prof. Henry Collins has been re-elected Principal of Gallia Academy and Normal School, Gallipolis, Ohio.
- —J. H. Phillips, a recent graduate of Marietta College, has been elected Principal of the Gallipolis High School.
- ——M. E. HARD has been elected county examiner (Gallia Co.) to fill vacancy caused by the resignation of J. L. Lasley.
- ——ISABEL BROWN, who for several years has been teaching at Waynesville, has changed her place of labor to Springboro.
- —A. J. WILLOUGHBY, of Dayton, did not accept the Principalship of the Lafayette High School as announced last month.
- ——Mrs. Lu Hadley (net Semans), formerly a teacher in the Public Schools of Salem, Ohio, is now teaching in Richmond, Ind.
- —O. W. MARTIN, last year Superintendent of the Public Schools of Loveland, is now Principal of the Wilmington High School.
- ——C. J. Chase, after serving three years in the LeRoy Public Schools, has been elected Auditor of Medina County by the Republicans.
- —J. L. LASLEY, former Principal of Gallipolis High School, has been elected Principal of the Galion High School at an increased salary.
- —J. F. McCaskey, who has for several years been Superintendent of the Public Schools of Napoleon, is the successor of J. W. Dowd at Troy.
- —E. P. EWERS has been unanimously re-elected Principal of the Public Schools of West Unity, Ohio. He is now serving his seventh year.
- ——The Rev. Thomas S. Childs, D. D., of Hartford, Conn., has succeeded Prof. Scott as Professor of Mental and Moral Science in Wooster University.
- ——Dr. J: B. Peaslee is announced to deliver an address before the Illinois State Teachers' Association at the next meeting the latter part of December.
- ——W. H. MITCHELL has been re-elected city examiner for a term of three years at Gallipolis. He is also a member of the Board of County Examiners.
- ——MARIA L. SANFORD, late Professor of History in Swarthmore College, has been elected to a position in the University of Minnesota at Minneapolis.
- Joseph W. Hebble, who has for the last three years been Superintendent of the Public Schools of Fairfield, now has charge of the schools of Bellbrook.
- —J. E. Baker, who has for three years past had charge of the Public Schools of West Cairo, is now attending his last course of medical lectures in Cincinnati.

- —J. C. TORRENCE, formerly Principal of the Fourth-Ward Public Schools of Mansfield, Ohio, is now Superintendent of the Public Schools of Ft. Recovery.
- —T. C. H. VANCE, Principal of the Kentucky Normal School at Carlisle has accepted a professorship in the Agricultural and Mechanical College at Lexington.
- ——Dr. Alston Ellis, of Sandusky, was announced to address the Biennial Convention of the Phi Delta Theta Fraternity at Indianapolis on the evening of Oct. 29th.
- ——ARTHUR POWELL has been elected Superintendent of the Public Schools of St. Paris. He was chosen at the 178th ballot. Is this a case of the survival of the fittest?
- ——T: Hunter, Principal of the Normal College in New-York City receives a salary of \$6,000 a year. Four professors in the same college receive a salary of \$4,000 each.
- ——STANTON COIT, of Columbus, Ohio, has been appointed Adjunct Professor of English Literature and Rhetoric in Amherst College. He graduated at this college in 1879.
- —WILL C. EWING, a son of Gen. T: Ewing, a graduate of Wooster University in 1878, has been elected teacher of History and English in the High School at Washington, D. C.
- —T. J. Sanders has charge of the Public Schools of Edon. The Academic Department has 44 pupils, making 19 classes. Some of the subjects taught are Cæsar, Geology, Geometry, Physics, Algebra, etc.
- .—O. S. Cook, formerly one of Dayton (Ohio) Principals, but for the years past a book-agent, has been nominated in Cook Co., Illinois, for the Illinois Legislature. The much-abused book agent still seems to have friends.
- —H. Bennett, of Franklin, Ohio, became a life-member of the National Educational Association at Chautauqua. In our August number, we, by mistake, gave the name of S: Findley, of Akron, in the list of new life members instead of that of Mr. Bennett.
- ——C. W. Munson, who has for the last four years been one of the Principals of the Nashville Public Schools, is now Superintendent of the Public Schools of South Toledo. The teachers of these schools are H. Norton, Abby M. Cogswell, Libbie Cummins, Lotta Sargent, and Claire Gillette.
- —J. G. Schofield and W. N. Rice closed, Oct. 1, a ten weeks' Normal School at Caldwell. Fifty students attended it. Mr. Schofield will take charge of the Caldwell Schools the present school year, and W. N. Rice has entered the ministry. His place of labor is at Bainbridge, near Cleveland.
- ——P. J. CARMICHAEL, of Springfield, Ohio, has been elected Superintendent of the Public Schools of Emporia, Kansas. He resigned the Superintendency of these schools in 1873 to teach mathematics in the Normal School. Subsequently he came to Springfield, Ohio, to act as Principal of the Public High School.

- ——Miss M. Annette Bunker, who graduated in June at the Ohio Wesleyan University, has recently been elected Grammar-School Teacher in the Gallipolis Public Schools. Miss Bunker fills the vacancy in the schools caused by the recent marriage of Miss E. H. Lauer to Mr. Jno. L. Guy, Clerk of the Court of Gallia County.
- ——A. W. WILLIAMSON is Superintendent of the Public Schools of Mt. Washington. On page first of the September Monthly in the minutes of the Superintendents' Section of the Ohio Teachers' Association, he was incorrectly put as from Wapakoneta, he having been confounded with C. W. Williamson, formerly of the latter place.
- ——Prof. B. Peirce who had been connected with Harvard University for nearly fifty years, died Oct. 6. He was born at Salem, Mass., in 1809. His fame as a mathematician was world-wide. He was brilliant, but often came to conclusions too rapidly, and hence had, afterwards, to retreat from positions thus taken. A marked instance is his endorsement about twenty-five years ago at Providence, before the American Association for the Advancement of Science of the Rev. Mr. Jones's theory of the Earth's ring (zodiacal light).
- ——Prof. S. S. Hamill, five weeks after his ten weeks' teaching, four-teen hours a day, in Chicago, left for Denver, Colorado, for rest. He had not been-there two weeks before he had arranged twenty classes comprising more than 200 pupils, his engagements being in more than half the towns and cities of the State. His Colorado rest consists in teaching only twelve hours a day instead of fourteen. Next month he will leave for California where he has been told there is no interest in elocution. There he expects to spend the winter in rest. We advise him not to tell who he is.

INSTITUTES.

SHELBY Co.—Place, Sidney; time of beginning, Aug. 2; duration, two weeks; enrolment—; instructors, R. W. McFarland, Wm. Richardson, and Laura E. Holtz. Evening lecturers, the Hon. J. J. Burns, R. W. McFarland ("Astronomy") and Wm. Richardson ("The Phenomena of the Sea.") At the reunion Miss Holtz delivered an eloquent original oration, and Mr. Richardson submitted a few questions on orthoepy, orthography, and syntax, stating that a silver cup would be given to the person answering correctly the greatest number of these questions. C: W. Smith bore off the prize. Miss Holtz's instructions were in Penmanship and Drawing, and were very satisfactory.

VINTON Co.—Place, McArthur; time of beginning, Aug. 30; duration, one week; enrolment——; instructors, W: G. Williams and W: Richardson, assisted by home talent; evening lecturers, the Hon. J. J. Burns, W: G. Williams, W: Richardson, and the Hon. H. C. Jones, the last named taking the geology of Vinton County for his subject. The lecture was illustrated by diagrams and specimens of rocks, coals, clay, and iron.

Lucas Co.—Place, Sylvania; time of beginning, Aug. 23; duration, one week; enrolment, 64; instructors, J: W. Dowd and W. A. Gates. Officers elected:—President, J: W. Dowd; Vice-Pres., Hattie B. Clark; Secretary, C. W. Munson; and Treas., T. B. Pinkerton. The Institute holds bimonthly meetings. The first for this year was held in Toledo, Oct. 9.

Madison Co.—Place, London; time of beginning, Aug. 16; duration, two weeks; enrolment over 100 (only about 125 schools in the county); regular instructors, Alston Ellis, G. H. Hamilton, and J. W. Mackinnon. D. F. DeWolf and J. J. Burns gave instructive lectures.

Morrow Co.—Place, Mt. Gilead; time of beginning, Aug. 16; duration, one week; enrolment, 110; principal instructors, T. J. Mitchell, J. A. Wilson, and Geo. Brown. The instructors made it the most profitable institute ever held in the county. This Institute was reported last month but not so fully.

WILLIAMS Co.—Place, West Unity; time of beginning, Aug. 23; duration, one week; enrolment the greatest in the history of the Institute; instructors, John Ogden, and Prof. Jeffreys of Pittsburgh.

WYANDOT Co.—Place, Upper Sandusky; time of beginning, Aug. 30; duration, one week; enrolment, 112; instructors, Alston Ellis, A. E. Gladding, T. W. Parker, —— Lewis, —— Stetler, —— Walton, W. C. Gear, and D. D. Clayton; evening lectures, Alston Ellis and J. J. Burns. Officers elected:—Pres., M. M. Hollenshead; Sec., T. W. Parker; and Treas., W. C. Gear. These constitute the Executive Committee. We received from this institute twenty-four subscriptions.

LAKE Co.—Place, Painesville; time of beginning, Aug. 30; duration, one week; enrolment, 56; instructors, T. W. Harvey, I. M. Clemens, and W. W. Gist. Evening lectures were given by Rev. G. H. Merrill and W. W. Gist. Friday evening was devoted to the bi-monthly meeting at which papers were read by Miss Fiducia Nash and Mrs. E. R. Barlow. Officers elected:—Pres., W. W. Gist; Sec., L. W. Penfield; Treas., J. R. Clayas; Ex. Com., I. M. Clemens, Anna Lansing, and Libbie Ormsby.

Ashland Co.—Place, Loudonville; time of beginning, Aug. 9; duration, one week; enrolment,——; instructors, Dr. S. J. Kirkwood and J. W. Knott.

Seneca Co.—Our report, last month, of this Institute was rather meagre. We have received nothing more, but we have before us the previously-issued circular which included Dr. G. W. Williard and the Rev. J. P. MacLean among the instructors. The announced evening lectures were as follows:—C: H. Churchill, Aug. 16 and 25, "Origin and Destiny of Heavenly Bodies" and "Late Phases of Electrical Science;" D. F. De Wolf, Aug. 17 and 20, "Problems solved and Problems to be solved," and "The True Legal Basis of our Public-School System;" the Rev. J. P. MacLean, Aug. 18 and 19, "The Mound Builders" and "The Shell Heaps. of the Atlantic Coast and the Cliff Dwellers of Colorado;" G. W. Williard, Aug. 23, "Physical Culture;" T: W. Harvey, Aug, 24 and 26, 'Storms" and "Our Common Schools." Essays were announced to be read Aug. 17, 18, 19, 20, 24 and 25, by J. W. Michener, G. K. Flack, A-W. Bowers, Mrs. S. G. Harrington, E. O. Loveland, and E. E. William-

BOOK NOTICES.

THE READER'S HANDBOOK OF ALLUSIONS, REFERENCES, PLOTS, AND STORIES. With two Appendices. By the Rev. E. Cobham Brewer, LL. D., Trinity Hall, Cambridge. Author of the "Dictionary of Phrase and Fable" and "Guide to Science." Philadelphia: J. B. Lippincott & Co. 1880. Pages xiii, 1170.

We have often spoken in these pages of books of reference, such as Lippincott's Gazetteer, Allibine's Dictionary of Authors, etc.! Here is another reference book that ought to be not only on the desk in every High School in the land, but also in the private library of every teacher who is a reader. There is scarcely a page of poetry or of prose essays that does not contain some allusion that the reader does not fully comprehend. This scholarly work is an attempt to cover a hitherto unoccupied field. A book of nearly 1200 pages cannot fail to aid the inexperienced reader in comprehending hundreds and thousands of allusions to facts or fictions out of the range of his studies. Even the most learned scholar will find many helpful things in this volume. We had thought of giving some illustrations of the scope of the work, but we hardly see where to begin or where to end. Hence we give up the task in despair. In short the author has gathered here just those things that would be difficult to find anywhere else, they not being treated of except occasionally in dictionaries, encyclopædias, etc. We have for years been familiar with the contributions of Mr. Brewer to Notes and Queries. Sixty volumes of this work have now appeared, and we may be sure that Mr. Brewer has drawn freely from their recondite stores in the preparation of this volume as well as from hundreds of other volumes. Don't fail to buy the Reader's Handbook. We believe the price of the book in cloth is about \$3.50, in sheep probably \$3.75 or \$4.00.

ONE HUNDRED CHOICE SELECTIONS IN POETRY AND PROSE. No. 18. P. Garrett & Co. Philadelphia: Pages 180. Price 30 cts. in paper cover, and 60 cts. in cloth.

All the selections in this volume are new, that is, none of the 1700 selections found in the seventeen preceding numbers are repeated. The usual variety of grave, gay, and humorous pieces is found in No. 18.

REPORT ON EDUCATION. By E. Seguin, United States Commissioner on Education at the Vienna Universal Exhibition. Second edition, authorized and revised by the author. Milwaukee, Wis. Doerflinger Book and Publishing Company. 1880. Pages 215.

This is a valuable addition to educational literature. The first chapter treats of the cradle and the crèche. The latter is the public nursery at which working-women leave their young children for care throughout the day while they are working away from home; the second chapter treats of the salle d'asyle. This is an infant school that precedes the kindergarten. The third chapter treats of the kindergarten; the fourth of the physiological infant school; and the fifth of the senses. These chapters form part first on infant education. Part second treats of the education of deaf-mutes, chapter first being devoted to the Holland-German School; chapter second to the Spanish-French School; chapter third to L'Abbe de L'Epee and his time; and chapter fourth to the Anglo-

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American School. Part third treats of the education of idiots, the first chapter being on foreign schools for idiots, and the second on American schools for idiots. Part fourth treats of popular education as it is and as it should be, the titles of its ten chapters being "The Grammar School as I have found it," "The Common School as it should be," "Garden Schools," "The Metric System," "Education of the Senses," "School Organization," "Sex in Education," "Sex of the Teachers," "The School Director," and "Conclusions."

CLASS-BOOK IN ORATORY. A Complete Drill Book for the Practice of the Principles of Vocal Physiology, and for acquiring the Art of Elocution and Oratory comprising all the essential elements of Vocal Delivery and Gesture, with all the later selections for public recitals, for Schools, Colleges, the Pulpit, Private Learners, Elocutionists, and Public Readers. By Allen Ayrault Griffith, M. A., late Professor of Elocution in State Normal School, Michigan, now President of Fulton College and Griffith School of Oratory, Fulton, Illinois. Chicago: Central Book Concern, 108 Franklin St. 1880. Pages 336, octavo. Price \$1.50.

This book is well printed on tinted paper. The frontispiece is a lithograph portrait of Mr. Griffith. The appendix contains cuts illustrating the different appearances that Prof. Griffith assumes when undertaking to represent Hamlet, Humboldt, a Coward, the Judge, a German, Douglas, A. Sleek, Macbeth, Mirth, a Brute, a Meddler, Rip Van Winkle, a Lover, a Frenchman, a Drunkard, a Booby, and Shylock. The selections in the work are excellent, and the fame of Prof. Griffith is sufficient to make students of elocution desire a copy of the book for study. The scope of the work is indicated by the title-page which is unusually full for a modern book. Such title-pages were common in the last century.

APPLETON'S STANDARD ELEMENTARY GEOGRAPHY. New York, Boston, and Chicago: D. Appleton & Co. 1880. Pages 108.

The principle upon which this geography has been prepared is that lessons should start from the concrete and end in the abstract, and that perceptive knowledge should be made the basis of primary instruction, and that objects should precede names. Special attention is given to "industrial, commercial, and practical features." The book is neatly printed and finely illustrated. It cannot fail to attract the attention of teachers of elementary geography.

EXHIBITION DAYS. Containing Dialogues, Recitations, Charades, Tableaux, Original Blackboard Exercises, Pantomimes, and Plays. For Grammar and High Schools, and Parish and Parlor Entertainments. By Mrs. Mary B. C. Slade, Editor of "Good Times," and Author of "Children's Hour," "Holiday Concerts," etc. Boston: Henry A. Young and Co., 13 Bromfield St. Pages 128.

This is just the book for teachers to select exercises from for exhibition days. Mrs. Slade has made a speciality of exhibition work. The book contains sixty different exercises.

ELEMENTARY LESSONS IN ENGLISH FOR HOME AND SCHOOL USE. Part first. How to Speak and Write Correctly. Teacher's Edition. Prepared by Mrs. N. L. Knox. Boston: Ginn and Heath. 1880. Pages 278. Thos. B. Ballard, Agent, Columbus, Ohio.

We have already spoken strongly of the pupil's edition of this work, and our admiration for it has been heightened by this edition for teach-

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ers. The points of excellence are so numerous that we shall not take space to state them. Those interested are referred to the book itself.

Words and Numbers. A Lesson-Book for Primary Schools. By Henry E. Sawyer, A. M., Associate Principal, State Normal School, New Britain, Conn. "The Beginning is Half the Whole." Boston: Thompson, Brown, and Company. 1880. Pages 60. Introduction price 15cts, exchange price 12cts. Thomas H. Bush, Agent, 70 Metropolitan Block, Chicago.

This book is intended for the second school year and is the only book besides the Reader that the pupil will need. It has mottoes for memorizing, and copying, spelling lessons, tables of the four rules, examples for slate work, and topics for oral lessons on behavior, morals, hygiene, etc.

HAPPY SONGS FOR DAY SCHOOLS AND THE HOME. No. 1. R. S. Thain and Mrs. Clara H. Scott. Chicago: Thomas Kane & Co. 1880.

This is a neat little music book of forty pages. Price \$10.00 for 100 copies or \$1.30 a dozen.

ENGLISH LITERATURE IN THE EIGHTEENTH CENTURY, by A. H. Welsh, A. M. With an Introduction by R. G. Hutchins, D. D. Columbus, Ohio: G. J. Brand & Co. 1880. Pages 158, octavo.

We have grave doubts as to the propriety of putting a work on English literature into the hands of pupils in our High Schools, or even into the hands of students in Colleges, unless such students are pursuing a post-A work of this kind may be judiciously read after graduate course. literature itself has been studied at the fountain-head. The reader is then prepared to estimate the force and justice of the comments and observations made in such a work. To illustrate the point we wish to make let us inquire which would be best to read first, an able review article on Daniel Deronda or the novel itself? It strikes us that it would be better to read the novel first and then the review than to read the review first and then the novel. The latter plan, however, would be far better than to read the review alone and let the novel go unread. Too many of those who study works about English literature never study the literature itself except in brief excerpts. Very many teachers of English literature talk glibly to their classes of works that they themselves have never read, their knowledge of such works, if knowledge it may be called, being either second-hand or perhaps third- or fourth-hand. We have no doubt that even authors of English-literature books often describe works they themselves have never read. How many teachers of English literature have defined in a vague way to their classes euphuism, who have never seen Lyly's Euphues, much less read a page of the work. Too much school work, if it may be called work, is nothing but smattering, or at least, little more. The author of the work at the head of this notice has wisely left off the title-page "Designed for high schools, academies, seminaries, and colleges." The book, however, is none the less valuable for that, and will be read with interest by those who have previously read enough to appreciate it.

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MENTAL DYNAMICS.

Each one knows directly and immediately his own mind as a force in energy responding to counter-forces in energy. the mind in knowing itself as an energy must place itself in polar antithesis to the external world, which thus comes to be known as an opposing force. Hence it is that we express the phenomena of both the internal and the external world in the same set of terms. We can use such terms as statics, dynamics, and force, and express ideas as real when applied to mental phenomena as when applied to material phenomena.

Bacon has said that Physics is "the mother of the Sciences." The late developments of science are showing this to be as true of Psychology as of any other department of knowledge. The great advancement which this science has made in recent times is owing to the fact that it has adopted the method, conceptions, and terms of Physics. Modern Psychology expresses mental phenomena in terms of force, because it views mind as an organism which unfolds from the simple to the complex, according to the law of evolution. But this conception of mind as a force gives the two correlative ideas expressed by the phrases mental statics and mental dynamics. elements of mind consist in the persistence of impressions, the residua, which as forming the mental structure are ready to start into action under favoring circumstances. ics of mind is meant the mental force in energy as manifested in the evolution of the intelligence into a complex organic

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structure by the differentiation and integration of impressions which flow into the sphere of consciousness from the external world. The relation between the statical and dynamical phases of mind may be illustrated by the tree-form manner of development. Each branch of a tree when sufficiently developed, becomes a new centre of force,—a statical basis, from which a new dynamical development may start forth, which, in turn, will become a statical basis for another upward movement.

Hence, what has been achieved by the mind's free activity, whether in the form of perception, memory, or volition, is not an end in itself. All these as statical products, as forming a part of the permanent structure of the mind, become the means by which it may rise into still higher forms of activity. Knowledge may be useful in helping others, but to the possessor its highest value consists in its being the means by which still further attainments may be made. "Nothing," says Emerson, "can satisfy the soul but a tendency."

Mental acquisitions are often spoken of as though they were entities stored away in the mind as a receptacle. low and materialistic conception of mind. That which is really stored up in the mind is organized statical force, by virtue of which the mind becomes a complex structure capable of repeating those special modes of action which have been impressed upon it. An ultimate analysis of the intellect yields the three simple elements known as retentiveness, the perception of difference, and the perception of likeness. By retentiveness is meant, not the retaining of ideas in the mind as entities, but the capacity of mind to retain its stored-up, organized force, by virtue of which it becomes a developed structure capable of performing definite modes of action. In the two latter elements we have the dynamic phase of mind. Through the differentiation and the integration of impressions, the mind continually unfolds into higher and more complex forms of activity.

The deepest law of the mental nature is this perpetual conation, or striving of mind, by which it places before itself an ideal of freedom, of power, and development to be realized in the future. The growth and development of mind are maintained by antagonizing the future with the present, the possible with the actual, and the ideal with the real. This will-force, or conscious energy of the mind, constitutes the internal, efficient cause in mental education and development.

But mind, like other forms of life, has its external as well as internal conditions of development. "Every effect," says Hamilton. "is only produced by the concurrence of at least two causes." In the germination of a seed, we have the efficient, moving cause in the internal life-force, and the conditional, concurrent cause in the external surroundings found in the soil, the atmosphere, light, and moisture. In the dynamic, will-phase of mind, the muscular apparatus constitutes the material condition of trained, efficient volition. In the education of the mind, the muscular system is to volition what the senseorgans, such as seeing and hearing, are to perception. The scientific training of the will demands that this relation between mind and the muscular system should be clearly understood. The muscular organism is not an inert structure which the mind moves as a passive instrument; but as connected with the motor nerve-centres possesses native, original, and spontaneous power between which and the inter-mental force there is a reciprocal action. The functions of the muscular system, like seeing and hearing, are essential elements in the education and training of the mind. It is only by taking into consideration the reciprocal relation and dependence between the mind and the muscular system that the genesis and development of volition can be understood. Until the motor intuitions, or ideas of how to combine the muscular movements so as to perform definite actions, are developed in the mind, there can be no volitions in the proper sense of the term. An intelligent act, like willing, presupposes a knowledge of that which is to How the mind gets this knowledge as the antecedent condition of volition has been one of the puzzling questions of metaphysics. The new psychology has cleared up this mystery by the fact that the motor centres of the nervous system are charged with innate and spontaneous force. This force discharging itself in the form of reflex action, and thus setting in motion the muscular system, imparts to the unfolding mind of the infant the motor intuition, or idea how these movements are combined in order to produce a definite effect. In this way actions which at first are unconscious and involuntary come to be performed consciously and voluntarily. Groups and series of groups of voluntary movements, such as those involved in learning to walk, to write, and to play on a musical instrument, can be acquired only by the cooperation of the muscular system, not merely as the passive instrument, but as the active,

prompting and guiding sense. It is an established principle that voluntary actions cannot be acquired and sustained without the assistance of a guiding sense. In the complete anæsthesia of the lower limbs, the patient is as unable to walk as if the motor nerves were themselves completely paralyzed. The motor energy in the limbs remains unimpaired, but cannot be called into action for the want of a prompting sense. The arms are also powerless to act in putting forth exertion and in sustaining weights without the aid of a prompting, guiding sensation, though they may retain in full vigor, their motor energy.

The guiding sensation is ordinarily the muscular sense, which consists in the feeling of pressure and exertion conveyed to the mind through the sensory nerves with which the muscles are furnished. Sight, to a certain extent, may take the place of the muscular sense. The muscular system, then, has a double office to perform in mental dynamics; it has first the function of conveying impressions to the mind in order to the development and action of volition, second, to convey reflex and voluntary motions outward to the external world. As the eye and ear may be termed the sense-organs of the intellect because their office is to convey impressions inward to the mind, so the muscular sense is the sense-organ of the will because through it volition is developed and sustained.

This sense is the primary medium between the mind and the external world; and as such excites in the mind the idea of force, the deepest and most original of all our ideas. The actions of the other senses must be expressed in terms of this sense, in order to be understood. Indeed, the leading terms of mental science, such as attention, perception, conception, and apprehension, have been furnished by this sense.

Since, then, we can educate the mind only by educating its sense-organs, it follows that in order to the education of will we must educate the muscular organism. This is the same as saying that in order to develop into power the efficient cause, the attention must be directed to the external conditioning cause. Thus the dynamic phase of mind is developed through the coöperation of the internal and the external force. The mind through reflex muscular movements acquires a conception of the thing to be done, while the muscles through the conscious influence of will acquire strength, flexibility, ease, and rapidity of execution.

The foregoing principles contain important implications for the practical work of the school-room. What a waste of time, what misdirected effort, have resulted from a failure to distinguish between the two aspects of education,—presentation and representation. In the former, the aim is to instruct and form ideas in the mind in harmony with things; in the latter, the object is to express or symbolize ideas by means of things. Until the teacher distinguishes clearly between these two aspects of the educational process, he will make the blunder of attempting to teach an art as a science, and will waste his time in useless talking and explanation. The mental processes involved in learning a science and an art are totally different. In learning the theoretical parts of a science, the mind assumes a dynamic and negative relation to itself, changing and modifying its own states; in acquiring an art, the mind assumes a negative and dynamic relation to external nature, changing and modifying it into forms of use and beauty. Those branches of knowledge which belong to the dynamic phase of mind, and which can hence be acquired only through muscular movements acting under the law of habit, should be taught as arts. In reading, writing, drawing, grammar, and rhetoric only so much theory should be taught as can be reduced to practice. In text-books on these branches the subject is encumbered with a show of learning and useless technicalities,—an effort to explain matters from a scientific point of view when there is little science, and still less need of explanation. Education by doing was the favorite idea of Freebel, who said, "The world is sick of thinking; its only cure is doing." With this Marcel: "Half the knowledge with twice the power of applying it is better than twice the knowledge with only half the power of application." At this point our educational methods are most at fault. A vast deal of time is given to the development of the mind on the side of theory, and but little attention paid to its development on the dynamic art-side.

Richmond College, Mo.

J. M. LONG.

PSYCHOLOGY AND THE BABY—THE DEVELOPMENT OF MIND IN THE INFANT.

Most of the studies that have been made into the constitution of the human mind have been directed to that of adults, either sane or insane. Of late some investigation has been made into the intelligence of the lower animals. A recent work of a thousand pages, on "Mind in the Lower Animals," by Dr. W. L. Lindsay, gives evidence that we shall have, some time, a comparative psychology.

But perhaps the most fruitful field for psychological investigation is that of infants and children. A recent writer in a contemporary review, commenting on this, says: "The psychological analysis of a single child is worth more than a whole menagerie; he who knows well the mind of a little boy or girl is already an expert in psychology." This is a field, however, which has been least of all investigated, though so close at hand that every parent can be something of a psychologist if he choose. Some indication of what a little careful observation can bring out is found in an article which has recently appeared from the pen of Professor W. Preyer, of Jena. We propose to give a few of the observations which he has made. If the facts are not all new, the professor's method of studying babies will, at least, prove novel to many.

The study must begin, he says, with the observation of the movements and sensations of the child; we must then note the development of the different senses, the formation of speech, and the effect of all these things in awakening the intelligence of the child. Movements begin first; they occur in utero; they are not reflex from peripheral sensations, but are the evidence of a superfluous nervous and muscular energy.

The first manifestation of voluntary motion occurs when the infant begins to hold up its head. Attempts to do this were noticed in the fourteenth week, and after four months the head was kept well balanced. Next after the head, the upper part of the body was balanced; and the full power to sit up was acquired at the tenth month.

Ability to stand was, in the cases studied by Prof. Preyer, gained suddenly at the end of the first year. The movement of grasping sometimes takes place at a bound. A pencil is grasped mechanically, when put in the hand, in the first quarter-year, but the action is wholly reflex. The first voluntary attempt to take hold of an object was observed in the seventeenth week. This first grasping was at once followed by many others of similar character. The child does not show self-consciousness, a knowledge of itself as an independent person, until after the fifth quarter-year.

The sensibility of the skin of a new-born child is very low.

We may stick needles into its nose, lips, or hands, without its giving any sign of discomfort. The eyes of new-born children close, when they are touched, more slowly than at a later period, and they do not close at all when wet in the bath. An increase of sensibility may be noticed in one or two days after birth. Prof. Kussmaul has shown that all new-born children can distinguish strong tastes. Taste, indeed, seems to be the first sense after that of sight, which affords clear perceptions to the baby. It is the first which gives occasion for the exercise of the faculties of memory and judgment. Infants distinguish odors very early, but to what extent has not been ascertained. Some animals born blind are guided to their food—the mother's milk—by this sense. Some odors, as tobacco-smoke, have been found unpleasant to young animals; others, as that of camphor, agreeable.

All infants are deaf at birth because the outer ear is as yet closed, and there is no air in the middle ear. A response to a strong sound is observed, at the earliest, in six hours, but often, not for a day or two. The awakening of the sense may be observed by the irregular muscular movements and blinking which a loud noise occasions. No other organ contributes so much as the ear to the intellectual development of the child. This is shown by the intellectual backwardness of those born deaf compared with those born blind. The sense of hearing becomes early developed, so that the child soon distinguishes the different tones of those about him.

Light is at first unpleasant, and the infant shuts his eyes when brought to it. Brightness and darkness can alone be distinguished. The motions of the eyes are wholly unregulated. There is no real symmetry of movement before the first six days. The first perceptions are those of light. The child turns his head to the window within the first week. It is three weeks, however, before the eyes will follow a light that is moved before it.

The stupid expression on the child's face does not leave it until the second quarter-year. The face then begins to grow more human and spirited as the power is gained of regarding objects with a steady, independent look. The faculty of accommodation is then developing. The power to distinguish colors follows that of intelligent attention. Children all prefer light and bright colors. But they can rarely distinguish them by name before the beginning of the third year.

The recognition of form, size, and distance, comes on slowly. It must be helped by the sense of touch. In the third year children will show ignorance of size, and inappreciation of distance. In the first month no notice is taken of the swiftest approach of a person's hand to the mouth, and the act of blinking, which is evidently acquired, does not take place till the third month.

The study of the growth of the faculty of speech has been pursued by Prof. Preyer with especial industry. He has set down upon paper every expression and sound that could be represented in writing, uttered by a child during its first two years. He informs us that at first only the vowels are heard. Even in the first five weeks, however, these sounds are so diversified as to express many different feelings of the child. Thus, according to Prof. Preyer, the periodically broken cry, with knit eyes, denotes hunger; the continuous whine, cold; the high, penetrating tone expresses pain. Prof. Preyer heard the consonant m during the seventh week; in the seventh month the consonants m, b, d, n, v, and rarely q, h, and k were Very imperfect imitations of sounds were distinguished. heard in the sixth month, and at this time voices began to be distinguished by the child. Great progress is made in the imitation of sounds after the third half-year, and the powers of articulation become well developed by the fourth half-vear.

These are some of the observations that are given us. Very many of the professor's statements are based on but few observations, and it is evident that there is a wide field for further study, and much that can be learned which will be of value in the education of children as well as to pure psychology. It might be in the interests of science to commend matrimony to young men ambitious of psychological study.—The Medical Record.

THE TEACHER AND HIS CONSTITUENCY.

The public-school teacher seems to move apart from men, in a little world by himself. All classes of professional men are isolated from their fellow-citizens, to a certain extent, but he more than those of other guilds, seems to be kept at arm's-length. Yet the work of no class of professionals is more practically important or more nearly affects the interests of the homes in community or the general welfare of the State than the work of the class of persons who teach in our public schools.

Their very state of isolation forces them to act according to their own judgment and on their own responsibility. attitude of the general public, strangely enough, is that of quasi-hostility, while, in the very nature of the relation between the general public and the guild of teachers, it should be one of hearty friendliness, co-operation and helpfulness. average citizen is a critic of the Public Schools, if he prove to be no worse. He wields the sharp-pointed pen as if he wished it were a tomahawk. There is frequent and abundant occasion for this. There are defects in the Public-School system and in its administration, for the simple, obvious reasons that the system itself is of human origin and it must necessarily be applied by human means! The system is devised for the mass of young people in the community, and like all systems devised for the masses, is inflexible and inadequate to meet the necessities of youth in exceptional conditions. When the average citizen discovers this: that the system does not operate advantageously upon a certain peculiar child—whether his or some other person's—he at once cackles as would a common barnyard hen who had laid an ostrich's egg. The whole system is wrong and must be abolished. The same is true of this average citizen when he discovers that a certain teacher, out of scores or hundreds, is incompetent or unfit or that the entire corps of teachers are in some respects faulty, as the conduct of the critic, in this instance, proves him to be. Hence the attitude of quasi-hostility on the part of the public toward the fraternity of teachers. Hence the isolation of the teachers.

It must be admitted that the Public-School system is inflexible, as at present organized. It is true that there is more or less incompetence, ignorance, and defectiveness on the part of teachers. What then? Is not this true of all systems intended for general application and of all persons who attempt to administer them? Yet is not the system immensely better than nothing? Is it not indispensable? Can the keenest critic devise a substitute? We think not.

Let the general public understand, once for all, that we have no more intelligent, keen, bright, practical profession in community than the fraternity of teachers! Is the system unadaptable to individual cases? No one ascertains the fact quite so soon as the teacher himself. And no one is quite so ready to apply an exceptional remedy to an exceptional case as the teacher whose very proximity gives him even a better oppor-

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tunity than is enjoyed by the child's parent to discover a need of it. It is true, also, that teachers as a class, are rather better informed of their own defects than the persons who criticize them! The general public rants about them but the average teacher mourns over them and tries to remedy them. Hence these conventions of teachers, with annual, semi-annual, or quarterly sessions. By whom are teachers as a class or the system itself more severely criticized than in the discussions of these gatherings—or more intelligently or by more competent persons? The critic who drops into these conventions finds himself a child. His immense knowledge in the way of defects and failures in teaching proves to be ignorance itself.

The most important educational need of the times is that the teacher and his constituency should be brought together, face to face, and brought into friendly, harmonious relations. The teacher needs the co-operation and aid not simply of the parent and guardian, but of the general public. If he does his work well, to the best possible advantage, he does not serve the parent alone but the entire community. One good, intelligent, honest, faithful, devoted teacher does more for community and society than fifty policemen. He does more for the protection of the citizen and of his property from molestation or outrage. One public-school teacher who is faithful in discharging his professional obligations, is doing more for the country and its present and future welfare than a thousand professional politicians. Who does not know this? It follows, then, that the general public-the people of community in mass-should be the fast friends and the earnest, industrious helpers of the fraternity of teachers. They should consult them-not in-sult them-associate with them, talk with them, ascertain their most pressing needs, and do what they can, individually and in a general way, to meet them.

We must give our people some credit for doing something in the way of school visitation, but they should do more of it. We must give community credit for kind feeling toward the schools, but it should find more frequent expression. The critic fires himself off and makes himself known, but the person who has no fault to find has nothing to say—and says it. We are well aware that the masses of the people are proud of the public schools, but this pride and their general interest are only given a substantial manifestation once a year, at commencements. These manifestations should be oftener

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made, to the encouragement and strengthening of the teacher, who has a right to turn on his tormentors and criticize and denounce them for their shortcomings. Yet with full justification and right, he is wiser than to do it. He usually suffers in silence and strives to attain a general state of personal and professional excellence that will place him beyond the reach of the critic's shafts. We may say that this is true of teachers as a class-not of all of them. There are persons in the profession who ought not to be in it. Teachers who are unfit for their work should be weeded out, and usually are, from year to year, as their incompetency is discovered by superintendents, principals, and Educational Boards. But those who stand the test of service should not only be well paid in current coin of the country but should receive that which is of even more value, the hearty esteem, the friendly social recognition and earnest practical co-operation of their fellow-citizens. conditions would not all teachers reach higher and better results? Could not all do their work better in these favoring circumstances? Who doubts that they would?

CLIFP M. NICHOLS.

DICTATION DRAWING.

BY PROF. W. S. GOODNOUGH, COLUMBUS, OHIO.

No. VI.

In the following exercises, practice will be given in dictating more detail than has been attempted as yet.

Exercise XVIII. Draw a horizontal and a vertical line,



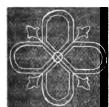
intersecting at their centres, each three inches long. Connect the extremities, forming a quare. Trisect the sides of the square. Draw semi-circle on the middle third of each side, concave to the centre of the square. Draw he diameters of the square and extend them to touch the semi-circles. Bisset the part of

each semi-diameter between the side of the square and these highest point of the semi-circle. Connect these points, forming another square. Erase the middle third of the sides of these large square. Divide the semi-diagonals of small square interfour equal parts. Through the outer point in each semi-diagonal draw a perpendicular extending a little more than half a quarter on each side. Each of these perpendiculars is to be

the base of a semi-circle concave toward the centre of the Erase the perpendiculars and draw oblique lines from the ends of the semi-circles to the centre of the square. Bisect the semi-diameters of small square and brighten slightly the inner half. Draw a circle a little more tham a quarter inch in diameter at the centre of the square. Erase all lines within the circle, the diameters of the large square and the parts of the diagonals of large square not brightened. Brighten.

Note.—The term perpendicular is never used synonymously with the term vertical in these lessons.

Exercise XIX. Draw a two-inch square and divide its sides



into four equal parts. The left and right points in each side are to be the extremities of a semi-circle curving outward. the extremities of the circle by horizontal and vertical lines. Draw the diagonals of large square, and both diagonals of the four small corner squares. Notice the upper left

small square. Number the upper left corner 1; the lower right corner 2; the lower left corner 3; the other corner 4. Divide the diagonal 3,4, into six equal parts. Number each of the two outer points 5; each of the two inner points 6. From points 6 draw perpendiculars upward from line 3,4, a distance equal to 5.6. Mark each of the points thus found 7. From 1 draw two curves to points 7, concave to each other. From points 7 draw two curves of considerable altitude, to points 5, making them concave to line 3.4. From points 5 draw two curves convex toward each other, through points 6 to point 2. Repeat in other corner squares. Erase sides of large square and of small centre square. In each of the four arms of the cross formed by a semi-circle and four straight lines, draw a parallel form. At the centre of the figure draw a circle passing just through the four points of the four parallel forms. Brighten.

Exercise XX. Draw a two-inch square and divide its sides into four equal parts. Draw a semi-circle on each side connecting the outer points of division and curving outside. Draw a large quare tangent to semi-circles, and parallel to mall one. Draw its diagonals. Erase the pases of the semi-circles and draw oblique lines from their extremities to the centre of

At the centre of the square draw a circle about the square.

three-eighths of an inch in diameter. Erase all lines inside of it and place a dot at the centre. Place a dot at the middle of each side of the small square. Trisect the distance between the dot in upper side of square and the upper point in the circle. Brighten the line between the two points made. Repeat in corresponding places. Bisect the piece of diagonal between the upper left corners of the two squares. Draw a vertical line through this point, extending about an eighth of an inch above the point, and within about three-eighths of an inch of the semi-circle below. At the lower end of this line draw a small diamond-shaped form a little more than one-eighth of an inch long. Through the same point draw a horizontal line extending to the left and nearly to the semi-circle as before, placing a diamond form at the end. Repeat. Erase diagonals of large square and brighten.

LITERARY NOTE.

One of the charms of such studies as English Grammar and Rhetoric seems to me to consist in the quotations and sentences for illustrations and exercises. I have found Greene's Analysis interesting in this direction, and what is most pleasing is to find sentences which appear quite commonplace and to be the invention of the author, parts of beautiful composition of other writers. Such a sentence is the following in Ex. 50, p. 150, old edition:—A Dervise was journeying alone in the desert, when two merchants suddenly met him.

This sentence is taken from Colton's Lacon, and thinking that it may be interesting to those who are using the text-book above mentioned, I transcribe the passage in full.

The ignorant have often given credit to the wise, for powers that are permitted to none, merely because the wise have made a proper use of those powers that are permitted to all. The little Arabian tale of the Dervise, shall be the comment of this proposition. A Dervise was journeying alone in the desert, when two merchants suddenly met him. "You have lost a camel," said he to the merchants. "Indeed we have," they replied. "Was he not blind in his right eye, and lame in his left leg?" said the Dervise. "He was," replied the merchants. "Had he not lost a front tooth?" said the Dervise. "He had," rejoined the merchants. "And was he not loaded with honey on one side, and wheat on the other?" "Most certainly he was," they replied, "and as you have seen him so lately, and marked him

so particularly, you can, in all probability conduct us unto him." "My friends," said the Dervise, "I have never seen your camel, nor ever heard of him but from you." "A pretty story truly," said the merchants, "but where are the jewels which formed part of his cargo?" "I have seen neither your camels, nor your jewels," repeated the Dervise. On this they seized his person, and forthwith hurried him before the Cadi, where on the strictest search, nothing could be found upon him, nor could any evidence whatever be adduced to convict him, either of falsehood or of theft. They were then about to proceed against him as a sorcerer, when the Dervise, with great calmness, thus addressed the court:-"I have been much amused with your surprise, and own that there has been some ground for your suspicions; but I have lived long and alone; and I can have ample scope for observation even in a desert. I knew that I had crossed the track of a camel that had strayed from its owner, because I saw no mark of any human footstep on the same route; I knew the animal was blind in one eye, because it had cropped the herbage only on one side of its path; and I perceived that it was lame in one leg, from the faint impression which that particular foot had produced upon the sand; I concluded that the animal had lost one tooth, because, wherever it had grazed, a small tuft of herbage was left uninjured in the centre of its bite. As to that which formed the burden of the beast, the busy ants informed me that it was corn on the one side, and the clustering flies, that it was honey on the other."

I do not say that Colton is the author of the tale related, but as he intimates, it must be of Arabian origin, whence we derive some of our most delightful tales and stories.

Greene takes the following exercise from the author already quoted, the full "Laconic" being—When the million applaud you, seriously ask yourself what harm you have done; when they censure you, what good?

Wapakoneta, Ohio.

W. H.

QUOTATIONS FROM ASCHAM.

Whittlings from an old stick to be used in kindling fires on the chilly hearths of ye Pedagogues. (And there be much more matter left for those whose jack-knives are not dull, or who can whittle patientlie.)

"For I assure you there is no such whetstone to sharpen a good witte and encourage a will to learninge, as is praise. But if the childe miss either in forgetting a worde or in changing a good with a worse, or misordering the sentence, I would not have the master, either froune, or chide with him, if the childe have done his diligence, and vsed no trewandship therein. For I know by good experience, that a childe shall take more profit of two fautes jentlie warned of, than of foure thinges rightly hit."

"Let your scholar be never afraid to aske you any dout, but vse discretlie the best allurement ye can to encorage him to the same; lest his overmuch hearing of you drive him to seeke some misorderlie shifte; as, to seeke to be helped by some other booke, or to be prompted by some other scholar, and so goe aboute to beguile you moch, and him selfe more."

"I wish to have them speake so as it may well appeare that the brain governe the tonge, and that reason leadeth forth the taulke."

"If your scholar do misse sometimes, chide not hastelie; for that shall both dull his witte and discorage his diligence; but monish him gentlie, which shall make him both willing to amende, and glad to go forward in love and hope of learning."

"This will I say that even the wisest of your great beaters do as oft punish nature as they do correcte faultes."

"Overmuch quicknes of witte either given by nature or sharpened by studie doth not commonlie bring forth eyther greatest learning, best maners, or happiest life in the end."

"Contrariewise, a witte in youth that is not over dulle, heavie, knottie and lumpish, but hard, rough, and though somwhat staffishe as Tullie wisheth otium, quietum, non languidum: and negotium cum labore, non cum periculo, such a witte I say, if it be at the first well handled by the mother and rightlie smothed and wrought as it should, not over twartlie and against the word by the scholemaster, both for learning and hole course of living proveth always the best." "In woode and stone not the softest, but hardest, be always aptest for portrature."

"Witte in children, by nature, namelie memory, the onelie keie and keper of all learning, is readiest to receive and surest to kepe anie maner of thing, that is learned in youth."

"For, the pure cleane witte of a sweete yong babe is like the newest wax, most liable to receive the best and fayrest print-

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ing; and like a new bright silver dishe never occupied, to receive and kepe cleane, anie good thyng that is put into it."

J. J. Burns.

THE SCHOOL GIRL.

BY W. H. VENABLE.

From some sweet home, the morning train
Brings to the city,
Five days a week in sun or rain,—
Returning like a song's refrain—
A school girl pretty.

A wild flower's unaffected grace Is dainty miss's; Yet in her shy, expressive face, The touch of urban arts I trace— And artifices.

No one but she and heaven knows Of what she's thinking! It may be either books or beaux, Fine scholarship or stylish clothes, Per cents or prinking.

How happy must the household be, This morn, who kissed her! Not every one can make so free. Who sees her, inly wishes she Were his own sister.

How favored is the book she cons, The slate she uses, The hat she lightly doffs and dons, The orient sunshade that she owns, The desk she chooses.

Is miss familiar with the wars Of Julius Cæsar? Do crucibles and Leyden jars, And French and earth and sun and stars And Euclid, please her?

She studies music, I opine; O day of knowledge! And all the other arts divine, Of imitation and design Taught in the college.

A charm attends her everywhere,— A sense of beauty; Care smiles to see her free of care; The hard heart loves her unaware; Age pays her duty.

She is protected by the sky;
Good spirits tend her;
Her innocence is panoply;
God's curse upon the miscreant lie,
Who dares offend her?

CINCINNATI, O., September, 1880.

EDITORIAL DEPARTMENT.

Persons whose subscriptions expire with this month will find a
cross on their copies of the Monthly. If any of them do not wish the
Monthly continued they should immediately inform us of the fact, and
not wait until after one or more numbers shall be sent. We hope, how-
ever, to retain all our present subscriptions and receive large additions.
We hope superintendents will immediately take the matter in hand and
secure good clubs from among their teachers.

—The article in this number by Cliff M. Nichols, editor of the Springfield Republic, was sent to us by him immediately after the meeting of the Central-Ohio Teachers' Association. It was prepared as a tribute to that meeting. It is a very considerate article. Last year we published an article from Mr. Nichols entitled "The Ohio Girl." The poem by Mr. Venable should have appeared last month, but it was crowded out. Numerous book notices already in type have been crowded out of this number. An article from Japan, by T. C. Mendenhall, will appear in January. It arrived too late for this number.

—We have given prominence to two articles this month which may be considered as contributions to the philosophy of education. We intended to give an editorial on the subject but find we have not space. Perhaps we shall do so in the January number.

—Now is the time to provide periodical reading matter for the coming year. Among the good periodicals we call attention to Scribner's Monthly, the Atlantic Monthly, the Popular-Science Monthly, the Eclectic, Littell's Living Age, the North-American Review, the Naturalist, the Scientific American, St. Nicholas, etc., etc., besides educational periodicals. Remember we club with all of these at the same rates we published a year ago.

——Occasionally teachers complain that they are excluded from society. Such complaints are heard most frequently among lady teachers who certainly have some reason for the complaint above referred to. Society should be more polite than it is. No women in the world, excepting mothers, are doing such noble work as the lady teachers in the public schools. Parents, and especially the wealthy people in a community, should invite teachers to visit them and their children. The teachers will do better for the children and the children will do better for their parents, with such visits.

[—]The State is a rigid but just employer. Whoever serves as a soldier must put up with a soldier's fare. Whoever becomes a government

officer must expect to keep the "office hours" pertaining to the position. Only in the late election was it decided that a Nevada Senator who had been seldom in the senate when it was in session should give place to a man whom the people suppose will attend to the duties he is sworn to perform. The time and powers of a teacher belong to the public during school hours. For this reason teachers should be content to labor in the school-room while those not employed in public work are having what they call "a good time."

• D.

---THE treasurer, A. G. Farr, sent us the list of those paying membership fees at the last meeting of the Ohio Teachers' Association at Chautauqua, giving name and postal address without the county. We, by means of the Postal Guide and personal knowledge, referred them all to the counties to which the postal addresses belonged, omitting the postal addresses. Laura Green's name appeared on this list with the postal address Sharon, hence we referred her to Noble County, as that is the only county in the State in which there is a Sharon post-office. a Sharonville post-office in Hamilton County which, it seems, is the postoffice address of Laura Greene (not Green). We suspect she thoughtlessly gave her address as Sharon instead of Sharonville. The list given last month contains 521 names instead of 519, the number sent by the treasurer. We added the name of Anna M. Golden of Lawrence County. received by us after the treasurer left Chautauqua. We also added the name of J: W. Dowd of Lucas County, for what reason we do not now know. It now seems that this addition was proper, and that the name of Pres. W. H. Scott of Athens County, should also have been added. Why the names of the last two failed to appear on the treasurer's list he does not know. He did not arrive at Chautauqua until the second day, and the bulk of the names were taken by the pro-tem treasurer and his assistants, the first day. We have intimations of other omissions of names of persons holding membership tickets. Write to the treasurer and we shall insert all the additional names that he may report to us. We are anxious to make the list perfectly correct.

—WE tendered the Hon. D. F. De Wolf the use of the Monthly for communication with the teachers and school boards of the State and we take pleasure in publishing the following reply to that offer:

TOLEDO, OHIO, Dec. 1, 1880.

HON. W. D. HENKLE:

My Dear Sir,

Yours, with its early tender of space in your excellent journal for communication between the office of the State Commissioner of Common Schools and the teachers and boards of education in Ohio, is just at hand. Your kind proffer will be very gratefully accepted, when the time comes.

Your letter also echoes a wish that has come to me from every quarter of the State, that the near future may witness advances in our school legislation. I most heartily join in the hope of such progress as shall place Ohio, in her public-school system, abreast with the wisest of the older States, and with several new States which began later than Ohio, but which have manifestly passed her, especially in the attention their systems bestow upon the township and village schools.

I have conversed on the subject with many of the best-informed people of my

own and of other sections of Ohio. All concur in the opinion that the enterprise and intelligence of some of these States have done much to test and to perfect measures which some legislators of Ohio have regarded as experiments. These States have brought these methods into effective working order, by a careful and thorough system of daily records and double reports, and by other checks against sinecural and other elements of inefficiency which have been thought to be incident to these methods. It seems to me certain that Ohio can now adopt with confidence, for supervising and vitalizing her public-school machinery, methods which have thus been in operation for a decade or more in neighboring States, and which are in these States considered essential complements to their systems as first adopted from Ohio. The office of State Commissioner, it seems to me, is of comparatively little value to the State as a mere instrumentality for gathering statistics whose correctness cannot be verified, and whose lessons there are but meagre appliances for utilizing.

Very respectfully yours,

D. F. DE WOLF.

WE will send for one year for \$2.50 to either old or new subscribers to the Monthly, the Monthly and the Cincinnati Weekly Commercial and in addition any one of the following books (postage prepaid), Harper's editions, unabridged, beautifully printed on good paper, in paper covers:

1. "Jane Eyre," the celebrated novel which made Charlotte Bronte's fame.
2. "The Days of Pompeil", Bulwer's historical romance of universal popularity, the most fascinating of his productions.
3. "John Halifax, Gentieman," Miss Mulock's masterpiece; a story of the sorrows and triumphs associated with low birth and iron fortune.
4. "The Posthumous Papers of the Pickwick Club," the work that gave Charles Dickens his celebrity; the most humorous and always the most popular of his

5. "The History of a Crime." By VICTOR HUGO. The terrible narrative by the great French poet, novelist, and historian of the Crime of Louis Napoleon in

great French poet, novelist, and historian of the Crime of Louis Napoleon in strangling the liberties of his country.

6. "Henry Esmond." A novel. By Wm. M. THACKERY—the most artistic, popular and characteristic of the works of the wisest novelist of his time.

7. "Eothen." By ALEXANDER WILLIAM KINGLAKE. One of the most charming narratives ever written; full of pen-plotures of life in the East, including admirable accounts of personal experiences in Egypt and the Holy Land.

8. "Journal of the Plague in London." By Daniel Defoe, author of "Robinson Crusoe." The true history, by one of the most distinguished writers in our language, of the mysterious and awful visitation of the Plague to England.

9. "Poems of Wordsworth." Chosen and edited by MATTHEW ARNOLD. The most popular and select edition of the works of one of England's greatest poets, whose writings owe their celebrity largely to the excellent understanding they display of

popular and select edition of the works of one of England's greatest poets, whose writings owe their celebrity largely to the excellent understanding they display of the sentiment and scenery of country life.

10. Three volumes "English Men of Letters" (in one). 1. ROBERT BURNS. 2. OLIVER GOLDSMITH. 3. John BUNYAN. Of these volumes the first is by Principal SHAIRP, the second by WILLIAM BLACK, the brilliant novelist, and the third by JAMES A. FROUDE, the distinguished historian. No more charming book than these three marvellous blographies make up has been issued in modern times. It will be seen that these books comprise a wide range and striking diversity of the most brilliant and pleasing productions of modern authors, including Novels, Travels, Poetry, Biography, and History—so that all tastes may be consulted and each subscriber will be embarrassed only by the riches of the variety in selecting his book for a FREE PRIZE.

his book for a FREE PRIZE.

EDUCATIONAL INTELLIGENCE.

- -Mr. Union has graduated in all 1,052 students.
- -In Hungary 600,000 children of school age do not go to school at all.
- ---THREE women are members of the Board of Education at Saratoga. N. Y.
- -A Township Teachers' Association has been organized in Muskingum county. Digitized by Google

- ——The next Commencement at Otterbein University will take place-June 2, 1881.
- ——The Illinois State Teachers' Association will meet at Springfield, Dec. 28, 29, 30.
- ——The anniversary of Bryant's birthday was celebrated by the Public Schools of Edon.
- ---WE are indebted to the Iowa Normal Monthly for a neat Educational Directory of Iowa.
- ——There are only thirty-six city and town superintendents in the whole State of Rhode Island.
- —North Carolina is trying to establish an educational journal with the Rev. J. F. Hertman as editor.
- ——The Indiana State Teachers' Association will hold its annual meeting in Indianapolis, Dec. 28, 29, 30.
- ——LITTELL'S Living Age (weekly) is \$8.00 a year. We send it and the Ohio Educational Monthly for \$8.50.
- —The enrolment in the Springfield Public Schools for October was 2,739, and average daily attendance 2,444.
- —The island of Tahiti has been formally annexed to France. It has virtually been a French dependency since 1846.
- ——WE call especial attention to the three new pages of advertising thismonth furnished by Van Antwerp, Bragg & Co.
- The Anniversary of W. Cullen Bryant's birthday was appropriately celebrated by the Public Schools of Youngstown.
- ——Sixteen Indians were brought, some time ago, by the Rev. Robert West to Mr. Moody's School at Northfield, Mass.
- —The report of the Newark (Ohio) High Schools published in the Newark Advocate, Nov. 12, makes a good showing for the schools.
- ——The Public Schools of New-York City opened this year with 113,893 pupils, 6,495 more than last year, and of Philadelphia with 104,000.
- —J. L. McDonald and five of his associate teachers in the Wellsville Public Schools visited the Public Schools of Akron and Cleveland Nov. 9, 10.
- ——"OUR Little Ones" is the title of a neat 32-page monthly published by the Russell Publishing Company, 147, Tremont street, Boston. Price \$1.50 a year.
- ——ONE of the most interesting articles in No. 2 of *Education* is that by Dr. A. C. Merriam, of Columbia College, entitled "An Experiment in Reading Greek at Sight."
- ——Since Sept. 1, 1880, the Dominion of Canada has included all the British possessions in North America and the adjacent islands except Newfoundland and its dependencies.
 - ---Twelve regular and two special teachers, Music and German, are employed in the Lebanon Public Schools. All of the last graduating class are now attending Wooster University.

- ——The Boston Public Library contains 377,225 volumes. The number of loans of books in 1879-80 was 1,156,721, and the cost of maintaining the library for the last year was \$121,978,67.
- ——The Educational Association of Virginia secured through a committee a legislative charter for a Teachers' Mutual Life Assurance Association. Twenty agencies have been established.
- ——A Society for Political Education has been organized at 79, Fourth Avenue, New York, N. Y. R. L. Dugdale is the Secretary who will take pleasure in giving the plan of the society to those interested.
- ——The Columbus Art School opened Oct. 18. It is said to be the only art school in Ohio, excepting the school of design in Cincinnati, and to have the fullest course of study of any art school in the west.
- ——WE have received a detailed program of the Jackson-County Teachers' Institute to be held in Jackson, the week beginning Dec. 27. J. P. Patterson is to be the chief instructor and lecturer from abroad.
- ——The Northwestern-Ohio Teachers' Association will meet in Toledo, Dec. 28 and 29. Program came Dec. 6, too late for insertion this month. An item was taken out of type already set to get this announcement in.
- WE have received No. 25 (October, 1880,) of the School Festival, an original magazine, published quarterly at 50 cts. a year, single copies 10 cts., by W. H. Kingsbury, Portchester, N. Y. This number contains 24 pages.
- —Within the first ten weeks of this school year there were enrolled in the Public Schools of Youngstown, 2,027 pupils, 1,013 boys and 1,014 girls. The enrolment last year for the same time was 1,837, 942 boys and 895 girls.
- ——"Topics of the Day" is a monthly leaflet for supplementary reading in Public Schools. The first number appeared in October. It is published by C. W. Bardeen, Syracuse, N. Y., at 36 cts. a year, or \$3.00 a hundred.
- —All the twenty-four teachers in Gallipolis Public Schools and the members of the Board of Education are subscribers to some educational periodical. Some take as many as three such periodicals. A good example to set.
- —The first special session of the Stark-County Teachers' Institute was held at Minerva, Friday evening Nov. 27, and Saturday, Nov. 28. Messrs. Dressler, Essig, and Sawvel, were previously-announced as the principal instructors.
- ——There are eleven teachers besides the superintendent in the Barnesville Public Schools. In one of the rooms of these schools there was last year but one case of tardiness. In October of this year there were in all the schools but 22 cases.
- —We received several months ago two documents from the Educational Congress at Bruxelles. One was in French and the other was a song sung August 25, given in Dutch, French, English, and German, the last version being in prose.

- ——WE are indebted to the New-England Publishing Company for its portrait of Dr. Barnas Sears, late agent of the Peabody Fund. It presents a fine appearance. We never saw Dr. Sears and cannot vouch for its fidelity but we presume the likeness is a good one.
- —WE shall be glad to learn what is now the rule of school membership (number belonging) in general use in Ohio. Is the Chicago Rule, the St. Louis Rule, or some other most prevalent now? We hope every Superintendent in Ohio who reads this will take the time to report to ushis rule.
- —WE have received the programs of two Monthly Rhetoricals of the Oberlin Public Schools. The first was based on the writings of Longfellow, and the second, Nov. 5, on those of Whittier (Part I.), and Bryant (Part II.). Great interest has been excited by Mr. Clark's peculiar plan of arranging these exercises.
- ——The previously-announced program of the Fayette-County Teachers' Meeting at Washington C. H., Nov. 13, was as follows:—Address by J. P. Patterson; Paper ("Music,") by Prof. Ogan, "Woman's Individuality," Alice Todhunter; "Practical Ventilation," A. M. Jones; "Compulsory Education," H. H. Sanderson,
- —The first edition of the November Scribner's Monthly was 125,000 copies, and of St. Nicholas 100,000, besides an English edition of 5,000. The success of these periodicals has been marvellous. Scribner's Monthly (\$4.00 a year), with the Ohio Educational Monthly \$4.70, and St. Nicholas (\$3.00 a year), with the Ohio Educational Monthly \$3.90.
- . We have received the first number (November) of the Arkansas School Journal. It is a covered octavo of 48 pages. It is edited by J. R. Weathers at Little Rock. It is typographically and artistically considered the prettiest school journal published in America or possibly in the world. Price \$1.00 a year. It is published by the Kellogg Printing Company.
- —There was a pleasant meeting of Lawrence-County teachers at Delta, Nov. 13. C. F. Dean presided. M. B. Ryan offered a resolution against separate schools for the colored and white children, which was laid over for future consideration. A resolution was adopted in favor of adding Algebra, Civil Government, and History, to the legal branches now required for teachers' certificates.
- —The anniversary of the birthday of Oliver Wendell Holmes was announced to be celebrated Dec. 3, by the Cincinnati Public Schools. A letter from Mr. Holmes to the children, dated Boston, Nov. 20, 1880, was previously published in the Cincinnati Commercial; also letters relating to the event from J. G. Holland and W: H: Venable. We may publish one or more of these letters next month.
- ——"A SHORT Serial by Mrs. Burnett, author of "That Lass o' Lowrie's," etc., will begin in the February Scribner. Meantime Mrs. Burnett is writing what promises to be her longest novel for Scribner's Monthly. Its scene is laid in Washington. Mr. Cable's new serial, "Madame Delphine," will also begin in February, and run through three or four numbers. Mrs. Schayer's "Tiger-Lily" will be concluded in the January number."

- —The Northern section of the Columbiana-County Teachers' Association met in Salem, November 27th. G. W. Henry presided. W: D. Henkle talked on Grube's Method (with strictures). Maggie Umstead showed how to teach arithmetic, illustrating by her A class from the grammar school, and Miss A. H. Young read an essay on "The Children," which we expect to publish next month. Miss J. C. Walker read an essay on Spelling.
- —The School-Teacher's Certificate in Belmont County is printed in black, red, and bronze. Among the standing questions asked teachers in Belmont County are "How many days did you attend the last County Institute? Will you attend the next Institute? What educational journals do you take? What educational works have you read? and What course of study have you taken?" These are excellent questions and should be standing questions in every county of the State.
- —The Hamilton County Teachers' Association met Sept. 11. I. J. Osborne read a paper on "Progress in Civilization"; A. B. Johnson spoke on the "Pronunciation of Latin" and M. S. Turrill called attention to the course of study laid down by the Chautauqua Literary Society. Mr. Johnson's advocacy of the English method of pronouncing Latin was endorsed by Dr. J. B. Peaslee. Officers elected:—Pres., E. C. Ellis; Sec., J. H. Locke; Treas. A. B. Johnson; Ex-Com., Nellie Stansbury, A. W. Williamson, and A. J. M'Grew.
- —No. 14 of the Atlas Series, published by A. S. Barnes, & Co., 111 William Street, New York, N. Y., has just appeared. It is entitled The Practical Work of Painting. It contains Art Essays, with Portrait of Rubens after Flameng, and a Chapter on Etching by Philip Gilbert Hamerton, author of the Intellectual Life, and editor of the Portfolio. It is an illustrated octavo in paper covers, price postpaid 60 cts. It may be obtained from booksellers or newsdealers as well as from the publishers.
- —The prosperity of Purdue University increases from year to year. The number of students in attendance is 200—an increase of about 40 over corresponding term last year. The University made a very creditable exhibit at the recent State Fair at Indianapolis. The Schools of Industrial Art, Agriculture, and Mechanics had specially valuable exhibits of the work done in these directions. Purdue University is the Indiana College of Science, Agriculture and the Mechanic Arts, and it has won public confidence in a high degree.
- —At the recent institute in Columbiana County not a single lecture or lesson, on grammar, arithmetic, or geography was given. An attempt was made to hold an institute as far removed as possible from the routine of school work. The talks made by ourself on the philosophy of education were listened to with great attention from the fact that some of the teachers had recently been pursuing a course of study in mental philosophy at their regular meetings.
- —The Tenth Annual Meeting of the Eastern-Ohio Teachers' Association was held at Barnesville, Ohio, November 26 and 27, 1880. The following was the previously-arranged program: Address of Welcome, by Miss Mattie O. Shankland, Barnesville; Inaugural Address, "Builders and Breakers," Martin R. Andrews, Marietta; Hobbies, H. N. Mertz,

Superintendent of the Steubenville Public Schools; Discussion, opened by T. C. Orr, Superintendent of the Bridgeport Public Schools; Miscellaneous Business; A Plea for the Bible in the Public Schools, Rev. F. M. Spencer, President of Muskingum College; Educational Forces, D. W. Matlack, Principal of North School, Steubenville; United States History, T. B. McCain, Principal of First-Ward School, Wheeling, W. Va.; Discussion, opened by I. T. Woods, Superintendent of Cumberland Public Schools; The Place of Latin in Education, D. J. Evans, Principal of Putnam Seminary, Zanesville.

-The Southwestern-Ohio Teachers' Association met in the Hughes High School, Cincinnati, Oct. 9, 1880. Superintendent McCalmont of College Hill delivered his Inaugural Address on the subject, "The Revision of our Course of Study." H. Bennett of Franklin led in the discussion of the president's paper. A. B. Johnson, Superintendent Fay, of Wyoming, George Sands, Principal of the Fourth Intermediate School Cincinnati, and G. A. Carnahan Principal of the First Intermediate School Cincinnati, also took part in the discussions. The Hon. J. J. Burns, School Commissioner, was present and addressed the teachers. Mr. Loos of Dayton, member of the State Board of Examiners read a paper on "Tone and Temper." Prof. Mickleborough of the Cincinnati Normal School led in the discussion of this paper, and was followed by Mr. Coy, Principal of the Hughes High School, L. D. Brown of Hamilton, and others. The meeting was well attended, and was of great value to those present. The next meeting will be held in Batavia, Clermont County, the third Saturday in December.

. ——"Oh Wednesday afternoon, Nov. 3, the Literary Society of the Wellsville High School had a celebration in honor of Bryant's eighty-sixth birthday. Choice sentences from Bryant were placed upon the blackboards. Over the rostrum was the portrait of the poet, at one side of which was printed on the board the couplet from Holmes,

'But as his boyhood was of manliest hue, So to his youth his manly years were true.'

At the other side, an extract from Whittier's lines To Bryant on His Birthday:

'His.life is now his noblest strain, His manhood better than his verse.'

The exercises consisted of Music, a Biographical Sketch, written by one of the pupils, The Poetry of Bryant by the teacher of the High School, The Character of Bryant, by Superintendent J. L. McDonald, and a short recitation by each pupil. After this, cards were distributed, on which were written short extracts from Bryant. These, after being read, were kept by the pupils as a memorial of the day. The occasion was an enjoyable one for all present."

[—]At the last meeting of the State Board of Examiners it was determined 1st., That applicants should be required to pass an examination in fifteen branches instead of nineteen as before, twelve to be named by the Board and three selected by the applicant. 2d, That the twelve required

branches should be Reading, Penmanship, Orthography, Geography, Grammar, Arithmetic, Algebra, Geometry, Natural Philosophy, Physiology, History, Constitution and Government of the United States, English and American Literature. 3d. That the next meeting of the Board should be in Columbus, beginning December twenty-eighth, at nine o'clock in the morning. The examination room has not been determined on, but those seeking it can get the desired information at the State School Commissioner's office. 4th. That the apportionment of branches should be as follows: W. W. Ross, Arithmetic, Grammar, Philosophy, Reading, Logic, Chemistry, Astronomy, Mental Philosophy. C. R. Shreve-Latin, Algebra, Music, Physiology, Orthography, Geography, Trigonometry, and Surveying. C. L. Loos-History, Government and Constitution of United States, English and American Literature, Geometry, Drawing, Geology and Mineralogy, Rhetoric, Political Economy, Calculus, Greek, French, German. Respectfully. CHAS, L. LOOS, Secretary.

-"A SIGNIFICANT article by the Hon. George S. Boutwell in the North American Review for December, entitled "The Future of the Republican Party," is sure to arrest public attention. Written after the result of the recent elections had been ascertained, this article defines the position which the Republican Party is, in logic and in policy, bound to assume toward the Southern States. Concession, compromise, conciliation, the author says in substance, will no longer be tolerated. No person is to be admitted to a seat in the Senate, unless the record of his election is clear. New laws are to be passed for the supervision and protection of the ballots in the elections of members of the House of Representatives and Presidential electors. The civil magistrates must have the means within call (the army) of protecting the ballot and keeping the peace. The United States must insure to the people of each State a truly republican form of government. No grants will be made for internal improvements in any southern State where the equality of all men before the law is not a living, practical fact. The other articles in the December number of the Review are: 'The Discoveries at Olympia,' by Prof. Ernst Curtius; 'Rational Sunday Observance,' by the Rev. James Freeman Clarke; 'Southern Statesmen and their policy,' by the Hon. John Jay; 'The Ruins of Central America,' by Désiré Charnay; 'The Distribution of time,' by Dr. Leonard Waldo; 'The Public-School Failure,' by Richard Grant White; 'The Validity of the Emancipation Edict,' by Aaron A. Ferris. For sale by booksellers and newsdealers generally."

——The Central-Ohio Teachers' Association held its annual meeting in Springfield, Oct. 29, 30. Between four and five hundred teachers were present. The teachers and Superintendents who arrived in time spent Friday forenoon in visiting the public schools of Springfield. At the opening session in the afternoon the welcoming address was made by D. C. Putnam of the School Board and the response by C: L. Loos. After the excellent Inaugural Address by W: J. White, J: P. Patterson read a paper on "Elementary Language for Common Schools," which was discussed by the Hon. J. J. Burns, W: H. Cole, John Hancock, A. C. Deuel, C. M. Nichols, and others. At the evening session Dr. John Hancock talked on

Aristotle and other great teachers, and Mrs. Eva Child Mason gave several select readings. The meeting was somewhat interfered with by a Garfield procession. The first part of the session on Saturday morning was occupied by reports of committees and other business. L. D. Brown, Albert B. Shauck, and Preston W. Search were appointed secretaries. J: Ogden, L. R. Marshall, and R. W. Stevenson, were appointed a Committee on Resolutions, and W: H. Cole, G. A. Frambes, and J: M. Withrow, a Committee on Nomination of Officers. J: H. Grove read a paper on "Latin in our Common Schools" which was was discussed by Anna M. Smith, J: Hancock, J: P. Patterson, and the Rev. Dr. Sprecher, A. C. Deuel, C: L. Loos, G: S. Ormsby, R. W. Stevenson, and G: I. Gordon, G. A. Frambes read a paper on the "The Schools, Now and Then" which was discussed by L. D. Brown. Officers elected: -J. J. Burns, Pres., Jane W. Blackwood, Vice President, Ex-Com., C: W. Bennett, W: M. Richardson, and Mrs. W. H. Robinson. Seven resolutions were adopted on the Teachers, Normal Schools, the township system, optional county supervision, additional studies or an independent grade, and two of thanks to Springfield and retiring officials. The High-School Choir under charge of Victor Williams furnished the music.

PERSONAL.

- -H. W. Kennon is serving his third year at Bladensburg.
- -D. E. Morris is Principal of the Public Schools at Farirview.
- ----W. H. Rowlen is Superintendent of the Doylestown Public Schools.
- —C: W. COLE is Superintendent of the Public Schools of Albany, N. Y.
- ——WM. E. GLADSTONE, Prime Minister of England, can speak Modern Greek.
- ——C. F. Dean conducts an Educational Department in the Ironton Register.
- E. T. FAIRCHILD is Superintendent of the Public Schools of Columbus Grove.
- —S. S. Knabenshue is Superintendent of the Public Schoools of Lancaster, Ohio.
- ——The Hon. Ezra S. Carr and his wife Jeanne C. Carr are teaching at Pasadena, California.
- —T. C. ORR is the successor of D. P. Pratt as Superintendent of the Public Schools of Bridgeport.
- —J. J. Handshue, formerly of Sturgis, Michigan, is now Principal of the High School at Van Wert, Ohio.
- ——EDWIN H. FAY has succeeded R. M. Lusher as State Superintendent of Public Instruction in Louisiana.
- —G. H. THRAILKILL has succeeded P. R. Mills as Superintendent of the Public Schools of Canal Winchester.

- ——E. L. Harris, of Port Jervis, N. Y., is now a teacher of classics in the West-Side High School, Cleveland, Ohio.
- ——ELISHA GRAY, the inventor of the telephone, has been elected Professor of Dynamic Electricity in Oberlin College.
- ——EDWIN P. SEAVER, head master of the English High School in Boston, has been elected Superintendent of the Boston Schools.
- ——Miss Sarah Brown was the Democratic nominee for State Superintendent of Public Instruction in Kansas at the last election.
- —Mrs. Lydia Maria Child died at Wayland, Mass., Oct. 20. She was born at Medford, Mass., Feb. 11, 1802. She was once a teacher.
- ——The Rev. Dr. Childs, of Hartford, Conn., has succeeded Prof. Scott as Professor of Mental and Moral Science at Wooster University.
- John M. Bloss is the newly-elected Superintendent of Public Instruction in Indiana. He will enter upon his duties March 15, 1881.
- ——DUANE DOTY, late Superintendent of the Chicago Public Schools, has presented his educational works, 1350 volumes, to the Chicago Public Library.
- ——G: B. Hyde, a member of the Boston School Board, has given thirty-two reasons why corporal punishment should not be abolished in our Public Schools.
- ——F. M. ATTERHOLT, of Akron, formerly Superintendent of the Schools of West Salem, has been admitted by the Supreme Court of Ohio to practice in Ohio courts.
- —L. G. Weaver, who for the last two years has had charge of the Public Schools of Port Jefferson, is now Superintendent of the Public Schools of Fairfield.
- ——ALVAN SMITH, last year Superintendent of the Public Schools of Brooklyn Village near Cleveland, has turned granger, and is now farming in Clark County, Illinois.
- —W. L. Shaw is again Superintendent of the Soldiers and Sailors' Orphans' Home at Xenia. His last work in the Public Schools was as Superintendent at Eaton.
- —W: G. MARTIN still remains Superintendent of the Public Schools of Salineville, and his brother, Jas. A. Martin, Superintendent of the Public Schools of West Salem.
- ——P. R. Mills has resigned the Superintendency of the Public Schools of Canal Winchester, and accepted the Principalship of the South Grammar-School at Lancaster.
- Jules Ferry, Minister of Public Instruction in France, has caused Herbert Spencer's work on Education to be translated for free distribution in the Public Schools of France.
- ——The Guernsey-County Teacher for October, copied Mr. Venable's article on the "Quick Coal" in the Ohio Educational Monthly, but without credit. An accident doubtless.
 - ——Annie B. Irish is the new lecturer in modern literature in Wooster

- University. She is said formerly to have conducted the foreign diplomatic correspondence of Secretary Evarts.
- ——Dr. Alston Ellis took for the subject of his address at Indianapolis, Oct. 29, before the Phi Delta Theta Society, "American Education and some of its Essential Elements."
- ——ESMOND V. DE GRAFF, the noted Institute worker of New York and Pennsylvania, has been elected, for three years, Superintendent of the Public Schools of Paterson, N. J. Salary \$2000.
- ——Dr. S: FINDLEY, Superintendent of the Akron Public Schools, has been invited to address the Rhode-Island State Teachers' Association at its next meeting, Jan. 13—15, 1881, at Providence.
- —E. J. Edmunds has been elected Professor of Mathematics in the Southern University, New Orleans. He reached New Orleans the middle of November after a five months' absence in Paris.
- ——E. M. AVERY, of Cleveland, A. H. Tuttle, of Columbus, and L. S. Thompson formerly of Sandusky, now of Lafayette, Ind., are announced in the lecture course of the Adrian (Mich.) High School.
- ——LUCRETIA (COFFIN) MOTT, who died recently, was born in Nantucket, Jan. 3, 1793. She took charge of a large school in Philadelphia in 1817. When in her 26th year she became a minister in the Society of Friends.
- —S: W. THURBER, formerly Principal of the Syracuse High School, latterly Principal of the Worcester High School, has been elected Junior Master of the Girls' High School in Boston. Mr. Thurber is a fine scholar.
- ——H. E. BLAKE, in an address before the Fulton-County Teachers' Institute in October, stated that the original meaning of the word man is "One who looks upward." "Man" is a Sanskrit root meaning "to think," hence Mr. Blake's etymology is hardly admissible
- ——Dr. A. G. Byers, Secretary of the Ohio State Board of Charities, has been elected Chaplain of the Massachusetts Penitentiary, at a salary of \$2,000 a year. Whether he will accept the position we have not yet learned. His salary in Ohio has been shamefully low.
- ——Prof. S. S. Hamill and his daughter gave an elocutionary entertainment in Salt-Lake City, on the evening of Nov. 12. The Deseret News and Salt-Lake Herald of the next day each gave an extended and complimentary account of the evening's entertainment.
- —M. C. Stevens, formerly Principal of the High School at Salem, Ohio, and latterly farming adjacent the City of Lafayette, Ind., is this year employed in the newly-created office of Register and Librarian at Purdue University. It was foreordained that Mr. Stevens should not apply himself exclusively to farming.
- ——LEROY D. BROWN, Superintendent of the Public Schools of Hamilton, Ohio, was born Nov. 3, 1880, in Noble County, Ohio. He was once a pupil of J. L. McDonald, now Superintendent of the Public Schools of Wellsville. For a sketch of his life and a portrait, see the October number of the Public-School Journal.
 - -W. M. HARFORD, editor and publisher of the Muskegon (Mich.)

Daily Chronicle, previously editor and publisher of the Parent and Teacher published at Fremont, Ohio, and before that, Superintendent of the Public Schools of London, Ohio, was elected last month by a majority vote of 1017, as a representative in the Michigan Legislature.

- Mrs. Louise Pollock and Miss Susie Pollock are Principals of the Washington (D. C.) Normal Kindergarten Institute for the Training of Teachers. The former has studied the Kindergarten system for seventeen years, and translated and written many treatises on the subject, and the latter is a graduate of the Kindergarten Normal Institute, Berlin, Prussia, class of 1869.
- —Miss M. K. Schreiner, of Washington, D. C., a pupil of Mark Bailey's, taught reading at the Teachers' Institute of Columbiana County, the week beginning Nov. 8. In our thirty-two years' experience in Institute work we have not seen more practical work done by a teacher of reading. It is almost a universal impression that the elocutionary work done in Teachers' Institutes is a failure. The entertainments are pleasant, but the daily work is generally unsatisfactory.
- ——DR. EDOUARD SEGUIN, died at his residence in New-York City, Oct. 28. He was born at Clamecy, France, Jan. 20, 1812. He left France in 1848. He resided in Ohio from 1848 to 1858, first in Cleveland and then in Portsmouth. He then visited France and returned to this Country, and graduated as a Doctor of Medicine in 1861 at University College in New-York City. He has given much time to education, first to the education of idiots. His education report as U. S. Commissioner on education at the Vienna Exposition in 1873 we noticed last month.
- —E. D. Mansfield, who died at Morrow, Ohio, Oct. 27, was editor of the Cincinnati Chronicle from 1836 to 1849, and of the Atlas from 1849 to 1852. In 1857 he became editor of the Cincinnati Gazette, and from 1854 to 1872 he conducted the Railroad Record. His special contributions to the Cincinnati Gazette were signed "E. D. M." He wrote elsewhere over the signature of "A Veteran Observer." From 1857 to 1867 he was commissioner of statistics for the State of Ohio. He was a member of the French Society of Universal Statistics. Mr. Mansfield published "The Utility of Mathematics," "Political Grammar," "Treatise on Constitutional Law," "Legal Rights of Women," "Life of General Scott," "History of the Mexican War," American Education," and other works.

INSTITUTES.

STARK Co.—Place, Canton; time of beginning, Oct. 18; duration, one week; enrolment, 265; instructors, B. G. Northrop, Mrs. D. L. Williams, and the Hon. J. J. Burns; evening lectures, the Hon. B. G. Northrop and J. J. Burns. Officers elected:—Pres., J. H. Lehman; Vice-Presidents, Mary Lynch and Mrs. L. D. Pinney; Secretary, M. Disler; Treasurer, S. Weimer; Ex. Com., E. A. Jones, and G. W. Yohe. Mrs. Pinney, by request, reread her essay on "The True Teacher," read at the Northeastern-Ohio Teachers' Association, Oct. 9. The two evening lectures by Mr.

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Northrop were on "Rural Improvements" and "The New Era in Japan.' Mr. Burns's lecture was on "The Boy and the Man." The Institute decided to hold five special meetings within the next year, in different parts of the County, in November, December, January, February, and March, to be under control of the officers named above.

WAYNE Co.—Place, West Salem; time of beginning, Oct. 25; duration, one week; enrolment——; instructors, C. W. Oakes, and J. D. Luse. We have received no report. The above was obtained from the previous announcement. Secretaries of too many institutes are negligent in sending reports.

HURON Co.—Place, Norwalk; time of beginning, Nov. 1; duration, one week; enrolment——; instructors, C. H. Churchill and J. C. Kinney; evening lecturers, C. H. Churchill, Rev. F. Clatworthy, J. C. Kinney, and Sup't. Shutt. We have received no report of this institute. The above was taken from the previously-announced program.

CUYAHOGA Co.—Place, Brecksville; time of beginning, Oct. 18; duration, one week; enrolment——; instructors, T: W. Harvey, W. A. Sprague, R. 'C. Smith, S. P. Merrill, W. S. Hayden, and H. L. Peck; evening lecturers, Dr. W. A. Knowlton, the Hon. J. J. Burns, T: W. Harvey, and Virgil P. Kline. We have received no report of this institute. The above is made up from the previously-announced program.

Columbiana Co.—Place, Hanoverton; time of beginning, Nov. 8; duration, one week; enrolment, 111; instructors, W: D. Henkle (Sense Reading, and the Philosophy of Education), Miss Mary K. Schreiner (Reading), Mrs. Kate Brearley Ford (Primary Instruction), and N. S. Beardsley (Penmanship). Evening lecturers and essayists, day and evening, W: D. Henkle, Mrs. K. B. Ford, I. P. Hole, Lizzie O. Nelson, Hannah C. Stewart, Sarah A. Platt, and Lauretta Barnaby. Miss Schreiner gave select readings one evening. Officers elected:—Pres., J. L. McDonald, Vice-Pres., Kate Kuhn, Sec., Maggie Umstead, Ex. Com., C. C. Davidson, W. G. Martin, and H. P. Borton. Adjourned to meet in New Lisbon, Oct. 31, 1881.

Fulton Co.—Place, Wauseon; time of beginning, Oct. 25; duration, one week; enrolment-; instructors, U. T. Curran (Arithmetic, Reading, Elementary Language), J. E. Sater (Theory and Practice, Geography, Technical Grammar), Wm. Tait (Penmanship), Mrs. J. D. Irving (Elocution). Evening lecturers, J. E. Sater (Geology of Ohio), U. T. Curran (Education), H. E. Blake (Diogenes's Object), John Cuff (What our Schools most need). Mrs. J. D. Irving (Elocutionary Entertainment). Institute Daily was published, giving each day's proceedings. lution was passed that a petition be circulated in the county to obtain the signature of those favoring country supervision, the petition to be forwarded to the Legislature. Officers for the ensuing year:-Pres., Wm. Tait; Vice-Pres., T. J. Wilcox, L. B. Fraker, Cora Keith; Sec., Eva Smith; Ex. Com., J. R. Kimerer, J. R. Haley, H. E. Blake. The next meeting will be held at Wauseon. The Institute was one of interest, being well attended not only by teachers, but by citizens. Digitized by Google

BOOK NOTICES.

THE SCHOOLMASTER OF THE NINETEENTH CENTURY. Translated from the German. A Full Guide for the Natural Development of the Mental Powers of Childhood, adapted to the Wants of American Classes in the Primary Department. New York: Daniel Slote & Co. Pages 152. Price \$1.25.

This is a book on object lessons. It looks to us as if the author had a clearer conception of the true purpose of object lessons than most writers on this subject. The first step which is the classification of the child's conception, is divided into (A) Naming and grouping of objects in regard to their situation. (B) Naming and enumeration of objects according to the material of which they consist. (C) Denomination and enumeration of objects in accordance with their uses and application. (D) Contemplation of Nature. (E) Finding and naming the parts of Objects. The second step, the explanation of ideas (terms) gained by the investigation of the qualities of things, consists of (A) Abstract qualities or circumstances independent of time. Adjectives, words of qualities. (B) Qualities of persons or things, with the accessory ideas of time, action, passiveness, condition (Verbs). The third step is on the proper arrangement of ideas, or formation of judgments. Connected speech or sentences.

SHAKESPEARE'S AS YOU LIKE IT. With Introduction, and Notes Explanatory and Critical. For Use in Schools and Families.
SHAKESPEARE'S MUCH ADO ABOUT NOTHING. With Introduction, and Notes

Explanatory and Critical. For Use in Schools and Families. SHAKESPEARE'S MIDSUMMER NIGHT'S DREAM. With Introdu With Introduction, and Notes Explanatory and Critical. For Use in Schools and Families.

These neat little volumes bound in bronze-green cloth are by the emiinent Shakesperian scholar, the Rev. Henry N. Hudson, Professor of Shakespeare in Boston University, and are published by Ginn and Heath of Boston, Mass. The introduction in the first fills 28 pages; on the second, 22 pages, and in the third, 22 pages. The corresponding pages of notes are 17, 10, and 14. In the first, 15 pages are devoted to "How to Use Shakespeare in School"; in the second, 10 to "Shakespeare as a Text-book", and in the third, 33:pages to "English in Schools." In the second, also, 10 pages are devoted to the Poet's life. It is needless to say that Mr. Hudson's work is well done. It was a happy thought to give Shakespeare's Plays in separate volumes, one to a play. The convenience of handling and the large print are very great advantages.

TEN TIMES-TEN" Series. Butler's Literary Selections, designed for School-room and Family Circle: For Use in Public and Private Schools, on the Platform, at the Teacher's Desk, and by the Family Fireside. Edited by J. P. M'Caskey. No. 4, Character Sketches. Humor, Sentiment, and Pathos. Philadelphia: J. H. Butler & Co. Pages 192. Price "TEN TIMES-TEN" Series. of paper edition, 25 cts., cloth, extra, 75 cts., postpaid.

These hundred selections contain the usual variety. Fully one-fourth of the selections are anonymous, about ten authors furnish another fourth, and about fifty furnish the remaining selections. The hundredth exercise is composed of twenty-five fables from Æsop. "The Resurrection of Abdullah" is given as from the Arabic. The author of this poem is Edwin Arnold, an English barrister. Digitized by Google

BRADBURY'S EATON'S PRACTICAL ARITHMETIC, containing Oral and Written Exercises. By Wm. F. Bradbury, A. M., Boston: Thompson, Brown and Co. Pages 393. Thos. H. Bush, Agent, 70 Metropolitan Block, Chicago, Ill.

This is a text-book on arithmetic as an art rather than as a science. The number of rules has been reduced to a minimum. There is an appendix of nearly 100 pages, containing 700 examples for exercises, from which the teacher can make selections. In the appendix, also, are discussed Circulating Decimals, Annual Interest, Foreign Exchange, Custom-House Business, Progression, Alligation, etc. The answers to the unsolved problems are given in the back, excepting those of the problems given in the appendix. Other peculiarities of the book will be found by those giving it a careful examination.

THE TEACHER'S DREAM. By W: H: Venable. Illustrated. G. P. Putnam's Sons. 1881. Pages 35. New York:

We announced some time ago that this delightful and encouraging poem would soon appear in illustrated form. The copy before us is bound in green cloth with gilt edges. The sides have gilt illustrations. The paper is very heavy and thick. All the illustrations were designed by H. F. Farny. The Sower, Coming Home from School, Barren Field, Author. and School-house, were engraved by Speer; The Teacher, Boy Declaiming. and Mother, by Heineman; The Senator, The Preacher, and Boy at Blackboard, by Smithwick and French; Idlest Boy, Walking Home, and Wheat Field, by Harley. The dedicatory words are "To My Teachers and Pupils." It has been one of the pleasures of our life to know that we belong to the former class, not only with reference to Mr. Venable himself, but also in reference to his noble wife. Now is the time for the lovers of schoolmistresses to make them happy by presenting this book as a token of affection.

MANUAL OF THE FRENCH VERB, showing its complete Formation. Designed to accompany every French Course. By Ellen Freeman, Cincinnati: Robert Clarke & Co. 1880. Pages 37. Paper sides. Sent by mail for 25cts.

This book is intended as a Pocket Companion for the student and traveller. A good knowledge of the French verb lessens very materially the difficulty of acquiring a fair knowledge of the language. We commend the author's scheme to the examination of teachers and students of French.

REPORT OF EXAMINATIONS OF SCHOOLS IN NORFOLK COUNTY, Massachusetts. By George A. Walton, Agent of the State Board of Education. Boston: Lee and Shepard, Publishers. 1880. Pages 165.

This report is reprinted from the Massachusetts State Report. Its notoriety has caused such a demand for it that its separate publication is very

School and Social Drama. "Act well your part." Number Two. Friday-Afternoon Series. Price 25 cents. Chicago: T. S. Dennison. Page Paper sides.

The dialogs in this number are "The Runaways," "The Quack," "The Debating Society," "The Amusement Circle," "The Patent-Right Agent," "The Society for the Suppression of Gossip," "A Lawsuit," "The Lost Opportunities," "An April Fool," and "Always Too Late." The charades are "Scandinavia," "Grateful," "Scintillate," "Intensity," and "Stockade," ade." Digitized by GOOGLE

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